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ABSTRACT

This survey of vocational English as a second language (ESL) for adult learners covers the following areas: (1) language content (pronunciation, structure, vocabulary, style and conversational strategies, literacy training, motivation); (2) program design, including a variety of program models; and (3) materials development (needs assessment, material adaptation and creation, curriculum development, syllabus design, field testing and evaluation). Chapters are devoted to an overview of the status of vocational ESL programs, a discussion of research needs in vocational ESL, and a summary of characteristics of successful programs. Two sample supplementary lessons are appended, and a lengthy annotated bibliography completes the document. (JB)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

22

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Adult Vocational ESL

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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CONTENTS

PREFACE vii

ESOL PROGRAMS 1

The Growing Importance of Vocational Education and Vocational ESL 3

VOCATIONAL ESL 4

Language Content in Vocational ESL 4

Pronunciation, Structure, and Vocabulary 4

Style and Conversational Strategies 5

Literacy Training 6

Motivation 7

Vocational ESL Program Design 8

Program Models 8

Prevocational ESL Followed by Job Placement 9

ESL Followed by Vocational Training 10

Concurrent ESL and Vocational Training 11

Vocational ESL and Bilingual Vocational Training 11

Other Models 13

Adapting and Creating Materials for Vocational ESL 13

Needs Assessment 14

Adapting Materials 16

Creating Materials 16

Syllabus Design 16

Curriculum Development 18

Fieldtesting and Evaluation 19

RESEARCH NEEDS IN VOCATIONAL ESL 19

CHARACTERISTICS OF SUCCESSFUL VOCATIONAL ESL PROGRAMS: A SUMMARY 20

APPENDIX: Two Sample Supplementary Lessons 23

BIBLIOGRAPHY 33

Background Reading 33

Readings in Vocational ESL and ESP 35

Vocational ESL and ESP Classroom Materials and Textbooks 40

Adult ESL Materials and Textbooks 45

Supplementary Communicative Materials Appropriate for Adults 47

Dictionaries 48

General Vocational Information 48

Sources of Information and Materials 50

PREFACE

Although vocational ESL programs vary, they share a number of characteristics. The purpose of this paper is to identify and describe some of these characteristics and to indicate some of the psycholinguistic, sociolinguistic, or pedagogical insights they reflect.

The National Indochinese Clearinghouse/Technical Assistance Center (NIC/TAC) of the Center for Applied Linguistics, which provides technical assistance, collects and disseminates information, and develops materials for the Indochinese refugee assistance projects around the country, has been involved in Vocational and Manpower ESL for several years. Since 1976, our primary concern has been to help develop adult educational programs which, by combining English language classes with prevocational or vocational training, will enable refugees to acquire and upgrade job skills.

While the discussion that follows emerges principally from our experience with programs for adult Indochinese refugees, it incorporates insights from programs serving students of other language backgrounds as well, and therefore it is relevant for any adult ESL vocational program.

These remarks reflect the combined experience of the entire NIC/TAC staff. I am grateful especially to Allene Guss Grognet, Director, and to Elizabeth Kimmell, Barbara Robson, Deborah Fallows, William Reich, Dora Johnson, and Anthony Pfannkuche for their comments. In addition, thanks are in order to Sophia Behrens for editing the manuscript and to Sonia Kundert for typing the copy.

Jo Ann Crandall

ESOL PROGRAMS

A bewildering array of acronyms awaits anyone entering the field of English for Speakers of Other Languages (ESOL). Where once there were only ESL (English as a Second Language) and EFL (English as a Foreign Language), there are now also EGP, EAP, ESP, EST, and VESL (or EOP/MESL).

- *EGP*, English for General Purposes or General ESL, teaches a general command of spoken and written English.

The other fields--

- *EAP*, English for Academic Purposes,
- *ESP*, English for Specific (or Special) Purposes,
- *EST*, English for Science and Technology, and
- *VESL*, Vocational ESL, or *EOP/MESL*, English for Occupational Purposes/Manpower ESL--

all reflect an increasing specialization in language learning and learner needs. They are often grouped under a common heading of English for Specific Purposes, since they focus on language teaching and learning as a means of achieving a specific goal (for instance, the EST Clearinghouse at Oregon State University recently changed the name of its newsletter to the ESP Clearinghouse Newsletter to reflect the broader use of the term). However, ESP is also used in a more restricted sense to represent the English required for doctors, lawyers, engineers, economists, and other professionals; for purposes of this paper we will use this narrower definition of ESP.

EAP, EST, and ESP (in its narrower sense) are usually part of university or college-based programs leading to undergraduate or advanced degrees and to professional occupations. Vocational ESL, on the other hand, teaches the English required by semiskilled, paraprofessional, and some technical occupations (such as food services, welding, clerical work, and computer programming). VESL is generally taught in programs in technical institutes, adult education programs, community colleges, or manpower training programs where there is also access to vocational education or job training. Vocational ESL has also come to mean the prevocational language skills necessary for obtaining employment--for example, the ability to read want ads, fill out application forms, and inquire about and understand job benefits and responsibilities.

EGP

English for General Purposes courses resemble the foreign language programs in secondary schools, community colleges, and universities, and are taught in these same institutions. They emphasize English as an academic course that is an end in itself, rather than a means to something else. The focus is on the language, not on a particular learner's needs. Many adults are unwilling to take the time these courses require. Those adults who are sufficiently educated to see the relationship between EGP and their goals--both immediate and long-term--will enroll in these programs, recognizing that they will need several years to complete the program.

EAP

English for Academic Purposes courses are designed for adults who are university students or preparing to enroll in the university programs where English is the language of instruction. The emphasis in EAP classes is on understanding lectures and academic texts, taking notes, participating in class discussion, giving oral reports, and writing term papers or essay exams. A "study skills" component is usually central to an EAP class.

ESP

English for Specific or Special Purposes has traditionally been composed of intermediate or advanced ESL courses that emphasize the specific English structures and discourse styles as well as the specific vocabulary required by various professions. ESP courses concentrate on reading and writing skills as well as the specific vocabulary required by the profession. The Special English series, English for Careers series, and English in Focus series are all examples of ESP texts. Some titles in these series reveal the scope of ESP: Agriculture, Aviation, Journalism, and Medicine (Special English series); Hotels, Air Force, Civil Engineering, Advertising, and Merchandising (English for Careers); and Physical Science and Mechanical Engineering (English in Focus). Although the earliest texts were British, a number of American ESP texts are now available as well.

EST

English for Science and Technology courses focus on scientific and technical English and include oral and written discourse organization and style as well as scientific and technical vocabulary. They are generally intermediate or advanced ESL courses taught in a university or college setting. (There is obviously some overlap between EST and ESP.)

VESL

While ESP and EST emphasize English for professions and occupations that require substantial post-secondary education, Vocational ESL is related to shorter programs leading to semiskilled, skilled, paraprofessional, and technical employment. The growth of vocational ESL has accompanied the general growth in vocational education and the concomitant increase in the number of limited English-speaking adults (whether migrants, immigrants, refugees, or speakers of other languages who have lived in English-speaking countries for some time) who desire access to better jobs through vocational/technical education or on-the-job training programs. Vocational ESL emphasizes occupational language demands. For clerical workers, this would include taking telephone messages, writing letters, sorting mail, and requesting office supplies. Mechanics would learn to understand "customer diagnoses" of auto problems, write repair orders, read repair manuals, and explain the finished repair work to the customer or the shop manager. Occupational contexts or situations are used to teach the English required on the job or in vocational classes that teach that job. Vocational ESL can take a variety of forms, be embedded in a variety of programs, and be directed to a wide range of English language proficiency. Vocational ESL includes both job-specific English classes (for example, the English of auto mechanics, clerical workers, paraprofessionals, technicians, welders, computer programmers, machinists, and food service personnel) and a more general occupational-knowledge-based ESL component, which is often referred to as Prevocational (or Preemployment) ESL--the specific English language skills required to obtain and function on any job.

Prevocational ESL is often used in adult programs whose students have a variety of vocational goals ranging from white-collar to blue-collar skilled or semiskilled jobs. Some of these adults are not interested in more formal training; others will return for more English and vocational training after finding a job. Prevocational ESL also addresses other "survival" or "coping" skills that adults need in general: using local transportation systems, applying for local social services, finding out about health care, understanding banking and checking practices, getting a driver's license, and even buying a car. Prevocational ESL courses are often beginning-level English courses that may be followed by vocational ESL courses at an intermediate level. More often, they lead to direct job placement. When enough adults at the beginning level in English are preparing for similar jobs, vocational ESL can be a beginning-level course as well.

Vocational ESL programs have evolved quite differently from ESP programs. ESP is an outgrowth of foreign student enrollment in American universities or foreign academic programs that require EFL for access to either English language instruction or English language texts and professional/scientific papers. Vocational ESL has developed through adult basic education programs, vocational/

technical education programs in community colleges, vocational institutes, community centers, CETA programs, and on-the-job training programs. If ESP was designed for the educated elite, Vocational ESL meets the needs of the disadvantaged, the undereducated, the school dropout, the immigrant, the unemployed, and the underemployed. The ESP student has usually studied General ESL or Academic ESL in secondary school, continued in his or her study of English for Academic Purposes in college, and then taken ESP. A student in a Vocational ESL program may follow the same course, but more likely has never studied English before.

The Growing Importance of Vocational Education and Vocational ESL

Adults are enrolling in vocational education in record numbers. In 1971, 2.8 million or 5.4 percent of the adult work force of 51.4 million was enrolled in vocational education by 1975, that number had risen to 6.3 percent of the 52.5 million workers; and by 1980, an estimated 5 million adults, or 8.6 percent of the projected work force of 58.1 million, will be taking vocational education programs (Berry 1976).

Several important forces have contributed to this situation. To begin with, the number of liberal arts graduates, even postgraduates, who find themselves in a job market that doesn't need them or labels them "overqualified," has led to a gradual erosion in the belief of the importance of a liberal arts education. Recognition of the changing manpower needs of this country has resulted in a reconsideration of the role of postsecondary education and the responsibility of these institutions to prepare students for real-world occupations.

A second influence has been the growing number of two-year colleges, where shorter-term, postsecondary programs can be offered, often to part-time students who are already employed. Moreover, since the junior or community college is more closely aligned--politically and economically, as well as in proximity--to the neighboring community or county, the college is often required to consider ways in which its programs can help alleviate social and economic problems. If the community has a real need for people with particular training--for example, dental hygienists, computer programmers, secretaries--the college can design a program that meets that need and be certain of providing job placement upon completion of the program.

One indication of the growing "relevance" of adult vocational education is the increasing importance being placed on "real-life" experience credits--that is, offering credits for previous job experience or enabling students to obtain course credit by examination if something in their experience has already provided them with the necessary knowledge and skill.

According to the National Center for Educational Statistics, there are 23 million American adults whose mother tongue is not English or who live in homes where a language other than English is spoken. Since many of these people are in need of basic skills education and vocational preparation, the number of limited English-speaking adults enrolled in adult education and vocational education can be expected to rise as well.

In adult education programs, the predominance of ESL classes as the first choice (and sometimes, only choice) of limited English-speaking adults reflects the need these adults feel for acquiring English as a means to whatever occupational or other life-goals they have set for themselves. Some programs require a specific level of English language proficiency for enrollment in the vocational or career components, but even without these requirements, adults would continue to enroll in ESL classes that they feel are relevant and practical. That relevance and practicality is a basic strength of vocationally oriented ESL classes. They meet many of the basic criteria of the adult learner: they are "learner-centered," practical, relevant, and a means to an end, not an end in themselves.

A brief survey of TESOL convention programs reveals the growing interest in Vocational ESL and functional approaches to language teaching. In 1973, only one program was devoted to vocational ESL; in 1976, two papers appeared; in 1978, there were four; and in 1979, the number rose to ten (Savage 1979), with a number of related papers in Adult ESL dealing with ESP and consumer education, competency-based ESL, and "survival" or "coping" skills in ESL. The number of vocational ESL materials among the teacher-made exhibits at the convention prompted one TESOL member to propose a meeting or colloquium of vocational ESL materials developers.

VOCATIONAL ESL

Vocational ESL requires the integration of vocational and linguistic objectives. It analyzes the linguistic skills necessary for getting a job, keeping it, and advancing in it. These linguistic skills are taught in the context of the vocational skills necessary for successful functioning on the job.

Vocational ESL begins with a review of the contexts and tasks of the job and assesses the appropriate linguistic skills--listening, speaking, reading, writing, and cultural--needed to function in that job. Performance objectives are determined by reviewing vocational training texts, interviewing vocational trainers and supervisors, and gathering on-the-job language data. The most important structures and vocabulary that must be understood or actively used in that job are identified. Additional insight comes from interviewing limited English speakers currently working in that field.

These vocational linguistic skills provide the structure for the vocational ESL program. However, their identification is mostly intuitive or the result of trial and error. Current research has not yet identified the linguistic skills necessary for successful job functioning--even for the native English speaker--nor has it addressed any differences in the expectations of others of a non-native English-speaking employee. Undoubtedly some features are more salient than others; for example, in informal interviews, supervisors have stressed the need for understanding and using clarification questions, and for being able to make small talk. It has not been documented, however, whether these are critical for successful job performance.

Language Content in Vocational ESL

Learning a second language, for whatever purpose, requires that a person master its sound system, its grammar, and a portion of its vocabulary. The learner must also be able to use that language appropriately and be able to understand others who use it. A general command of the language may be even less important, though, than a knowledge of the differences in "acceptability" or "appropriateness" for different situations, with different participants, topics, settings, and goals. It is being able to interact in the second language that is essential. Those people whose pronunciation is obviously "foreign" and who make occasional grammatical errors will have fewer problems than those who do not know the rules of interaction and cannot use the language for different purposes and situations. For those learners enrolled in Vocational ESL programs, the goal is not native-like control, but being able to understand and use the language to get information; to express one's feelings, thoughts, and wishes; to socialize; and to perform in English on the job.

Pronunciation, Structure, and Vocabulary

The question of accuracy of pronunciation (or of grammatical structures, for that matter) is really a relative one, largely determined by the vocational goals of the adult and the level of the vocation the adult is seeking. An adult desiring an entry-level job in a kitchen or as a maintenance person may be able to survive without very accurate pronunciation, but one who desires a job as a receptionist or a paraprofessional may be expected to acquire a higher level of proficiency.

Adults must also acquire a basic command of the structures or sentence patterns of English. Again, it is difficult to determine a specific level of proficiency, since this will vary with the type of job. Moreover, there will be a difference in what the learners are expected to be able to understand and what they will have to be able to produce. At a minimum, they will need to be able to understand and respond to imperatives and to be able to produce the basic function words (articles, pronouns, conjunctions, auxiliaries, demonstratives, and prepositions) so as to know the difference between on, in, and under or before and after. They will need to understand the difference between "Turn on that switch" and "Don't turn on that switch," or "Turn on that switch" and "Turn off that switch."

A well-sequenced ESL text can identify the basic structures and provide an outline of the order in which these might be presented--at least at the beginning levels. At a minimum, the program should enable adults to do the following:

- Ask and follow directions and commands
- Discuss work with fellow workers, customers, and employers
- Talk about the tools and materials used in learning the job or on the job
- Understand and be able to talk about some of the various methods and procedures required by the job
- Use technical manuals, textbooks, catalogs, and other reading material used to study the job or get the job
- Explain what he or she has done or is doing
- Complete order forms, bills, time cards, health and insurance forms
- Understand and talk about safety and health
- Request help when needed
- Seek clarification
- Socialize with fellow workers and employers

In order to be able to perform these actions, learners will have to acquire the specific vocabulary used on the job: the names of tools, instruments, procedures, processes, requirements and duties, health and safety terms, and general terms of measurement. They will need to learn the vocabulary required for their vocational training program, which is being taught (at least partially) in English, and they must also acquire a general core or "survival" vocabulary such as that identified in the Threshold materials created by the Council of Europe (Van Ek 1975) or that will fulfill the competencies specified in the Adult Performance Level Study (Northcutt 1974).

Style and Conversational Strategies

The vocational ESL class must also teach the different registers or styles that a worker might use with employers, fellow employees, and customers. In addition, learners should become aware of the differences in talking with the boss on the job and in socializing with that same boss during lunch or at a party. Being able to socialize with one's fellow workers and superiors is very important, since the ability to get along on a job may be correlated somewhat with how well a worker can engage in brief, casual talk with others before work, during coffee breaks or at lunch, after work, and during the times of silence that are traditionally filled by an exchange of pleasantries. Though talk of the weather, rush hour traffic, one's family, vacations, and sports events may seem "meaningless," it functions to create a sense of social communion among fellow employees, and a person who does not know how to make small talk is viewed as an oddity who "just doesn't fit in." Adults need to know some set phrases for opening and closing conversations. As they acquire more English through study and opportunities to interact with English speakers, they will be able to use some of the following typical two- or three-line exchanges:

Boy, is it lousy out today.
Yeah, do you think it'll ever stop raining?
I hope so.

I hate rush hour traffic.
Me, too.

Did you have a good weekend?
It was OK. How about you?
I guess it was OK.

That was some football game on Sunday, wasn't it?
Was it? I'm afraid I didn't get a chance to see it.

A vocational ESL class must teach the strategies for beginning conversations, interrupting others, responding to others, and knowing how to end a conversation (or knowing when someone has already ended it). In the early stages, the framework for conversations can be taught; as the adults get more experience, they can learn how to take turns, to pause and still maintain their turn, and to show other speakers that they are interested.

Learning to seek clarification is important and needs to be addressed as early as possible. An important part of the vocational ESL class must enable the learner to acquire strategies to get more information, to clarify misunderstood information, or to be able to ask for repetition without losing face. Workers often have problems because they have not sufficiently understood directions, names, terms, or numbers, and thus haven't been able to perform the tasks that were expected of them. They need to learn how to use tag questions (see below), to repeat with a rising intonation (asking for confirmation), to ask for repetition with an opening that reduces potential embarrassment, or to use any of the variety of strategies that native English speakers employ.

For example, a receptionist or secretary who is not certain that he or she has correctly recorded a name might say:

Did you say Richenbacher?
That was Richenbacher, wasn't it? (tag question)
I'm afraid I didn't get that. Would you repeat it? (using an opening which reduces or softens embarrassment)
Richenbacher? (repetition with rising intonation)
R-i-c-h-e-n . . . (leading the other person to complete the spelling)

These strategies need to be taught, since many of the adults come from cultures in which it is inappropriate to ask for repetition or to admit that one has not understood. Thus, they will rely on their first hearing and run the risk of making a serious error. Moreover, the course needs to provide at least a basic understanding of cultural expectations of American workers and employers and of the differences in nonverbal communication that are likely to cause problems. For example, the American system of time, especially the notion of being "on time" for appointments and work, and how that differs from being on time for parties or social occasions, must be explained. Moreover, greeting behavior such as shaking hands needs to be practiced with other adults of both sexes. Discussions of spatial relations (proxemics) should be incorporated into the class, so that those who come from cultures in which people stand much closer to each other will not cause their fellow employees to back off! They also need to understand when it is important to look someone in the eye, and when it is appropriate to look away. Some consideration of the role of women in American labor might also be included, since it may be unfamiliar to the women working in a variety of semiskilled and skilled jobs. Other cross-cultural communication differences such as when touching is acceptable and when it is not should be addressed as they become relevant in the vocational ESL class.

Literacy Training

Vocational ESL programs must also provide literacy training for the limited English-speaking adult who is illiterate. The adult should choose which language to become literate in--the mother tongue or English--but the program can help explain the factors to consider: the availability of teachers and materials in the mother tongue, the eventual use of literacy, the ease with which the adult will be able to transfer literacy skills in the mother tongue to literacy in English, and the amount of time available for literacy training. If the adult chooses to become literate in the mother tongue, this factor will need to be taken into consideration in the ESL classes. If the adult chooses to become literate in English, then the program must provide some practice in understanding and speaking English before attempting to establish relationships between the sounds of English and the written symbols for these sounds. (Before drilling the sound-symbol relationship of d-o-g and dog, the adult has to understand that dog is the word for the furry animal that barks. Otherwise, the exercise is meaningless.)

It is important to establish whether each adult is actually illiterate or whether he or she is simply literate in another language (either the mother tongue or a second language). Some informal reading test or task should be given in that other language, so as not to confuse limited English proficiency with illiteracy. If the adult is already literate, the task of reading and writing English will be less of a problem, since the concept of a written system that represents spoken

language is already established. The instruction must then be focused on the differences in the two written forms: in the writing system (alphabetic, syllabic, or ideographic), the direction of writing (right to left or left to right), and differences in the sound-symbol correspondences (e.g., in Spanish, the letter i represents the sound [i], but in English, that same letter can represent the sound [I] as in bit, [ai] as in line, or the final [i] in abilities. Moreover, the sound [i] can be represented by a number of vowels and combinations of vowels in English, e.g., sea, seek, believe, or receive.

The illiterate limited English-speaking adult must be given special attention. This can be done through intensive literacy training and very basic ESL before enrollment in prevocational ESL courses. If there are only a few illiterates, or students literate in another writing system, time can be set aside within the ESL class to work individually on the different reading and writing skills required.

In addition, some adults will need basic skills training in mathematics as well as in reading and writing. Adult Basic Education programs often try to include the limited English-speaking adult (in fact, limited English-speaking adults made up half the population of the Adult Basic Education programs in one state). It is important that these ABE programs provide ESL as well and that the difference between limited English and limited educational experience be kept clear. An adult may be highly educated and need beginning English courses. On the other hand, a person may not be able to read, write, or do much math in English and yet be able to understand and speak it rather well, especially if that person has acquired the language by interacting with English speakers.

Motivation

Adults who need English for access to technical texts or training or for employment have a strong motivation to acquire the language. A vocational ESL program directed to specific vocational contexts and uses of the language recognizes and utilizes that motivation. An adult language class is likely to be more successful if it is relevant to the learner and if it provides an opportunity for the learner to practice in meaningful communicative activities.

Children acquire a second language more easily than adults, because they are more willing to take risks and make mistakes in order to fulfill their intellectual and social needs. Adults are usually more cautious, perhaps because they have more to lose. A principal obstacle that adults face in seeking to acquire a second language is the fear of humiliation or the anxiety of making fools of themselves in trying to speak that language. Moreover, adults' sense of identity and personal worth is often tied up with their first language and culture. Acquiring a second language, then, not only may lead to embarrassment or frustration, but also to a fear of loss of identity. These negative feelings are made worse when there are children in the home who are rapidly acquiring English and who are acculturating more rapidly than their parents might wish.

The successful adult ESL class reduces the risks of acquiring a second language by respecting the adults as individuals, and providing a sheltered environment in which adults can practice the new language without fear of humiliation. Vocational ESL can also take away some of the potential threat of the second language classroom by focusing upon specific domains of experience--education and occupation--and leaving the other domains (home, neighborhood, church) intact for the first language and culture. An adult education program shouldn't require the adult to "integrate" with the second culture to acquire the language; adult education should make it possible to retain one's first language and culture and to add the second (English) for specific purposes such as one's job.

Moreover, vocational programs provide a common purpose or motivation for the class and encourage a prior selection process that helps keep the classes homogeneous. A general ESL class might have as students an elderly woman who just wants a chance to socialize, a housewife who needs English to shop and talk with her children's teachers, a clerical trainee who needs English for employment, and a doctor who needs to improve his speaking proficiency. If the vocational ESL class is linguistically and culturally homogeneous, then the teacher must become aware of the basic cognitive styles and learning strategies of that culture. If the class is heterogeneous, the teacher needs to demonstrate cultural sensitivity, recognizing that appropriate behavior varies across cultures. If a culture views education in a traditional sense, with classes dominated by teachers who lecture while students sit passively and memorize what the teacher has said and take home large amounts of

homework to aid in that memorization, then the vocational ESL teacher must provide for some of those expectations, especially the homework assignments, and help the adults gradually become comfortable with the different learning environment in this country. Especially in language classes for occupational purposes, students must be given opportunities to practice using the language and to interact without the teacher in classroom activities. If students are used to teacher-dominated classes, the teacher can direct some class activities and establish authority, and then shift later to student-student interaction when all the students seem ready for it.

Vocational ESL Program Design

Although successful vocational ESL programs vary in the amount of time spent on ESL and vocational training, the order in which these are pursued, and the amount of support that is provided by the first language, they also share several characteristics.

Good vocational ESL programs are embedded in a larger program that is equipped to deal with a learner's overall social and economic needs. Most programs provide substantial outreach services that seek to identify target populations in need of both ESL and skills training and that help to disseminate information about the vocational ESL programs to those most in need. This outreach is accomplished through non-English language publications, TV and radio programs, local social service agencies, schools, employment agencies, ethnic and religious organizations, and personal contacts established by bilingual staff members. The goal is to find people who are often overlooked by other educational programs.

These programs also help meet the learner's other social, economic, and psychological needs through helping identify medical and social services, providing transportation and child care, and offering general and occupational counseling services. Many programs provide classes on weekends or at night so that those adults who are underemployed can still participate in the program and upgrade their skills; others provide ESL training in the actual job setting, eliminating the need for selecting classroom sites, while taking full advantage of the "relevance" of any English language training that accompanies the job.

The special needs of the limited English-speaking adult are also a concern of most programs; some even identify learning styles (cognitive style preferences) and provide alternative modes for studying both the vocation and the English required for functioning in that vocation (using audio- and videotapes, learning laboratories, and individualized programmed texts, as well as more traditional classroom methods).

Another integral factor in the vocational program is active job development and job placement: providing the adult with information about available jobs, setting up interviews, sensitizing the supervisor to crucial cross-cultural differences, and generally helping the limited English-speaking adult to succeed in the job acquisition process. In some programs, the job developer actually teaches in the ESL classes or talks to students about new job leads, demonstrating through his or her presence there that the entire program, including the ESL component, is directed toward helping the adults to acquire appropriate jobs.

Even after placement, the vocational programs are active, following up on recent placements, visiting the job site to discuss any problems with the new employee and the employee's supervisors and fellow workers, and keeping the employee informed of other services, including additional ESL programs or vocational programs that offer socioeconomic mobility and in which the employee might want to enroll.

Program Models

A number of different program models have evolved in vocational ESL to meet the different skills, educational levels, English proficiency, and vocational goals of adults. To begin with, the time spent in English classes can vary considerably, depending on the entry level of the students, the level of accuracy or fluency the adults have set for themselves, the degree of proficiency that the vocational training program or job requires, the quality of the program's materials and instruction, and the adults' language-learning abilities. In some programs, qualified students can make the

transition in several months from heavy emphasis on ESL to increasing amounts of time spent in vocational instruction; other programs require as much as a year or two of ESL (whether prevocational, vocational, or general) before the vocational training is begun. However, unless there are particular reasons for increasing the total program time--e.g., to provide a liberal arts program; to create a program with stipends that allow the adult greater time to acquire an education, not only in ESL, but also in more advanced job skills; to develop a cooperative program where the training and the work are interrelated--it is clear that the vocational program should begin as early as possible.

The degree of integration of the ESL classes and the vocational classes also varies. In some, the program is designed to be highly integrated, with vocational training reinforcing the language training, and the ESL class offering a preparation for the vocational class. In other models, the ESL class provides support for the vocational class, but often through English classes of a more general nature. In these programs, some coordination is achieved through the use of a bilingual aide, who attends the vocational class and provides explanations of unfamiliar vocabulary or practices, and helps the students interpret difficult vocational texts or lessons so that they can keep up with their vocational skills practice.

The relationship between the ESL instructor and the vocational instructor also varies. They may work together as team-teachers who meet periodically to make decisions on objectives and curriculum adaptation, to confer about the progress of students, and to make any necessary program changes. In some programs, a general curriculum design provides the coordination between the two instructors if the ESL program has been designed to supplement and meet the goals of the vocational education class; in other programs, the ESL instructor, often with the vocational instructor's assistance, develops the ESL materials from the texts used in the vocational program.

Program differences can also be attributed to the size of the program, the number of adults who share the same level of English proficiency and similar occupational goals, the availability of bilingual aides or ESL instructors who can meet regularly with vocational instructors, the financial capacity of the program, and the amount of time the program has been in existence.

Most vocational ESL program models can be grouped under four broad headings: (1) Prevocational ESL followed by job placement; (2) ESL followed by vocational training; (3) concurrent Vocational ESL and vocational training; and (4) Vocational ESL and bilingual vocational training.

Prevocational ESL Followed by Job Placement

Because Vocational ESL courses require a sufficient number of students at similar English levels with similar occupational goals, many programs find it difficult to offer such courses as clerical ESL or auto mechanics ESL. These programs generally offer instead a Prevocational ESL course that teaches basic job acquisition language skills. The goal of these programs, often directed to beginning or low-intermediate ESL, is early job placement. They often involve a substantial follow-up program consisting of additional ESL and, if the adult desires, additional vocational training, either on the job or in a night program. They may eventually lead the adult to a Vocational ESL and vocational training program. More often, however, the adults in Prevocational ESL programs are more interested in immediate employment than in considering long-term occupational goals.

The program is designed to stress the English that will help these adults obtain jobs and succeed in them, while also providing general survival English. The English class can help the adults assess their skills and talents, enable them to discuss their education and prior job experience, and prepare them for answering want ads and taking employment tests. Thus, while it is teaching the sound system of English, the basic grammatical structures, and a core vocabulary including general occupational vocabulary, the English class retains credibility in its relevance to the real needs of these adults. In some Prevocational ESL programs, placement personnel are very visible, sometimes even teaching some of the classes.

For adults who have little education and whose economic status necessitates immediate job placement, the language taught must be kept directly relevant to their employment goals, or they may find that they do not really "need" more English, especially if they or their friends have found entry-level jobs with little or no English. For the adult seeking a job, talking about movies, meals, the body, or pets in an ESL class bears only the remotest relationship to the problem at

hand. Given the amount of time and frustration inherent in adult language learning, anything that appears to increase the amount of time required to learn "enough" English to get a job may be perceived by these adults as unnecessary and a waste of their time.

The Prevocational ESL class should teach at least the following:

- The language of job applications, want ads, and interviews
- The language of job manuals, employment tests, and vocational texts
- Safety and health information
- Information about fringe benefits, sick leave, annual leave, time cards, and insurance
- Social Security/pension information
- Information about job advancement, training, and further education
- Information about job expectations, requirements, and responsibilities
- Role relationships between workers and employers, workers and customers, and fellow workers

If the list looks as if it teaches a lot of information that is not specifically English language, that is intentional; by its very nature, a good Prevocational ESL class provides a general knowledge of employment opportunities, expectations, and practices while it teaches the language for participating in that employment system. The same may be said for Vocational ESL.

Prevocational ESL classes can be easily tailored to local employment conditions. They can be augmented by visits to job sites or by visits by speakers from within the occupational community. Materials can be developed from state and local employment information, federal guides and forms, local employment applications, and want ads and job announcements from local papers, as well as from a wide variety of general "job-getting" texts. (See Bibliography for prevocational materials.) A number of the materials provided by the Department of Labor or published for native speakers are written for the undereducated adult and are already somewhat "simplified"; they can be successfully adapted for differing levels of English proficiency.

An added benefit of Prevocational ESL programs is that they provide some measure of homogeneity or common purpose to groups that may have very different cultural and linguistic backgrounds and occupational goals. For those adults who come from cultures in which male and female roles are clearly separate, in which a wife will remain silent while her husband speaks if they are in the same class, in which formal education is reserved for the few members of the upper class--the common goal of acquiring enough English to obtain a job may help alleviate some of the differences. (Older people and women who are not planning to get jobs outside the home should be assigned to another ESL class, one which emphasizes the English related to such homemaking concerns as child care, shopping, or housework.)

ESL Followed by Vocational Training

In a number of vocational training programs offered by vocational/technical institutes or community colleges, enrollees have to have a high school diploma or pass the GED (General Educational Development) exam. As a result, limited English speakers need a substantial amount of English language training prior to enrollment to meet the standards of these programs. Although some states use a Spanish-language GED as an alternative to the English GED, most limited English-speaking adults are required to pass the English GED before being able to pursue their vocational training.

The degree of English proficiency required to pass the GED is much greater than is often assumed by people preparing adult students for it. The confusion arises from equating limited English speakers with undereducated or "disadvantaged" adults who lack basic skills in reading and mathematics. As mentioned earlier, it may be true that some of these adults are illiterate and in need of basic skills training in reading, writing, and mathematics; however, this will not substitute for English language training. They need English even more, since they will not be able to profit from the basic skills instruction (Adult Basic Education) if they do not have sufficient English proficiency to understand the materials or the instructors.

Adults with limited English proficiency and limited education may find that the amount of time it takes to acquire the English and educational skills for entry into vocational training very frustrating, especially if they must start with beginning ESL, acquire literacy training, and obtain a basic education. Realistically, the process can take two years or more of study, which may mean attending classes every night for two or three hours if they are already working. If they can obtain a basic education grant or some other stipend to attend the program full time without having to work (or at least not work full time), they will have a better chance of keeping motivated until they can enter the vocational program. In their eagerness to begin their vocational training, some adults enroll in the vocational program before they are really ready. In that case, the program must provide backup support either through ESL classes or through the provision of bilingual aides.

Adults who choose to set aside immediate goals in order to get an adequate basic knowledge of English before they enroll in a vocational program are more likely to find success in this type of program. Unfortunately, many programs that require General ESL programs before they will enroll students in vocational or technical training teach English that seems mostly irrelevant in terms of either vocational training or actual employment. Moreover, they require an inordinate amount of time to develop adequate English proficiency; some that are really designed for university students and are inappropriate for those adults require the learners to be in English classes for four to six hours a day. That may be excellent if the adults can be kept interested in their English classes for that extensive an amount of time, but what happens too often is that adults tire of "English only" and start missing classes, often inventing elaborate excuses, until they cease coming at all. If they have an entry-level job, they may decide to remain there and reconsider their goal of a better job. If they are unemployed, they may decide to get an entry-level job (which is possible to acquire, even without any English) and drop the English program.

Concurrent ESL and Vocational Training

In some programs, ESL classes and vocational classes run concurrently; that is, students attend ESL classes (usually high-intermediate or advanced), in which they review materials required in their vocational classes and acquire the English vocabulary and structures necessary for skills training. If the curriculum design is "integrated," with all instructors following a master plan that identifies competencies or skills for mastery of the vocational program and the language demands of those particular skills, the instructors will need to meet only periodically to review materials for possible revisions and to discuss particular students' progress. These programs are usually part of a vocational/technical institute, an adult vocational program, or an on-the-job training program that has substantial resources for materials development. Adaptations in the ESL materials may be necessary to meet the linguistic and cultural differences of the students, but generally the materials are designed to fit the vocational curriculum.

In the more common programs, where the ESL teacher "supports" the vocational program, he or she may have to modify more general ESL texts to meet the specific needs of the adults in the vocational program. In other words, the ESL program clarifies the vocational content, especially if the vocational program also enrolls native speakers of English, who have no difficulty following the instructor's lectures or demonstrations. In these programs, the ESL instructor and the vocational instructor(s) have to work as a team; the ESL instructor often has to acquire a general knowledge of the vocation in order to be able to demonstrate job vocabulary and answer questions about confusing material.

Obviously, another approach that can be used is to make the vocational instructors more aware of their use of the language in the classroom and to help them find ways of meeting the needs of limited English speakers. Some techniques that may be suggested are repetition, clarification (explaining things a number of ways), paraphrase, simplification (restricting explanations to a limited vocabulary, demonstration, and an increase in the use of visuals. An ESL instructor can also provide the vocational instructor with an overview of what structures might be difficult for the limited English-speaking adult and might even provide some additional support.

Vocational ESL and Bilingual Vocational Training

An increasing number of bilingual vocational training programs are being developed where there is a substantial limited English-speaking population that shares the same mother tongue. These programs differ in the degree of "bilingual" instruction. In some, the instructor lectures in the

student's mother tongue, answers questions, and works with students in the vocational class in that language. In this type of program, the materials are either written in the first language and in English (information in the mother tongue on one page and in English on the other), or bilingual glosses are used that explain difficult concepts or define new English vocabulary. Unfortunately, these materials are usually developed by individual programs and are not readily available.

In other programs, the language of instruction is the same as that of the students, but all materials are written in English, partially because of the limited opportunity the students will have to practice that vocation in their first language and partially because materials for that vocation are not available in the other language. Moreover, terms like "carburetor" or "mimeograph machine" may not have exact equivalents in the students' language. Written assignments are also in English. Since the instructor discusses the concepts, processes, and skills required on the job in the students' first language, and answers questions in that language, the students have a better understanding of the vocation. The classroom instruction involves substantial code switching, with the students' language being used principally, but English being used whenever a term necessitates it.

Another variation involves the use of bilingual instructors who have been trained and have practiced their occupation in English. Although they can discuss some areas with the students and socialize with them in their first language, they rely mainly on English for the vocational instruction.

In programs that lack personnel trained in the specific occupation who are also competent to teach that occupation in the mother tongue, an English-speaking instructor can rely on a bilingual aide to help with translation and glosses for difficult terms or concepts, or to explain confusing aspects of the English language presentation. A bilingual aide who is familiar with vocational practices in other countries or cultures can also provide valuable information on transfer of skills.

An aide can also adapt materials by providing bilingual equivalents for any difficult terms or explaining the general meaning of the English word. Although there are dangers in providing bilingual equivalents, since so few lexical items translate exactly into another language and the possibilities of a misunderstanding caused by inappropriate extension of the meaning of the word might occur, a list of bilingual glosses or definitions will often provide much-needed security for an adult faced with the frustration of acquiring a second language. Moreover, when it is impossible to provide a vocational ESL program, the bilingual glosses can help the student who is attending a vocational training program and enrolled in a general ESL program to understand more fully the demonstrations or textbooks used in the vocational class. If the vocational institute enrolls students without consideration of their English proficiency, the bilingual glosses may be the only thing that keeps the frustrated student from giving up completely.

Where does Vocational ESL fit into these bilingual programs? Obviously, it has a place in all of them, unless the students are also completely bilingual and in no need of English language training (a rare occurrence). Otherwise, they will need Vocational ESL to enable them to function in the occupation in English. When the instructor lectures in the first language, but uses materials written in both languages, the students will need Vocational ESL to acquire the specialized vocabulary of the job and to practice interacting in simulated job contexts in English if they will be working in settings where English is the major language. If they will be working in settings where their first language is spoken by fellow employees and supervisors, they may still need ESL to enable them to interact with English-speaking customers.

In only a few programs can vocational/technical instructors be certain that the employees will be fully able to function on their jobs in their first language; some degree of proficiency in English will be necessary. Even for a truly bilingual vocational program, such as that set up to train Chinese chefs (Bureau of Occupational and Adult Education 1978), the importance of English cannot be minimized. Even in this program, survival ESL and the English related to "cuisine, kitchen situations, personal hygiene, and other restaurant-related matters" are all taught, since the chefs will be working in Chinese restaurants in the U.S. Unfortunately, few bilingual vocational training programs have a sufficient number of students pursuing the same vocation who also speak the same first language; the students in the program usually speak a variety of language, none sufficiently large to warrant a special section of the vocational training course using that language as the medium of instruction.

Although there is still a substantial shortage of trained bilingual instructors for vocational fields and of appropriate materials for bilingual vocational programs, funds available under Part J of the Education Amendments of 1974 (expanded in 1976 for 5 years) should improve the situation. Funds have been provided for bilingual vocational programs, programs to train bilingual instructors, and bilingual instructional materials development programs. It will also enable some vocational teachers who are bilingual to teach in more than one language. (Many excellent vocational teachers who are bilingual find it difficult to teach in their first language after having studied and practiced their vocation in English.) It is important to remember that bilinguals who are also welders are not necessarily "bilingual welders," if they use one language exclusively in practicing their vocation, nor are bilinguals who are secretaries necessarily bilingual secretaries. To be bilingual in one's vocation is quite different from being considered bilingual in a broader sense, since the former requires the ability to understand and use the different linguistic and cultural patterns appropriately on the job.

Other Models

With the burgeoning interest in adult education, vocational education, and ESP, it is not surprising that a number of new and interesting vocational ESL models are currently being suggested and tested. There is an increasing trend toward using individualized learning packages. At the 916 Vocational/Technical Institute in White Bear Lake, Minnesota, the entire vocational/technical curriculum is developed for individualization, using a variety of media to enable learners to accomplish set performance tasks. Students proceed at their own rate, may choose instructional materials that best fit their own cognitive/learning styles, and are largely responsible for directing their own education and determining their own success.

This program offers a wide variety of special services for the handicapped, the disadvantaged, and the limited English speaker. Some ESL materials are available that follow the instructional materials for selected vocations, providing practice with the vocabulary and structures, as well as additional practice with the vocational tasks and skills. One of the "support" systems available for vocational ESL students is computer-assisted instruction that can drill, tutor, or even engage the students in dialogues and simulations. It provides an interesting addition to a vocational ESL program, though the students still need an opportunity to interact with native English speakers and cannot rely solely upon practice with a machine. However, both the individualized program and the computer-assisted instruction have increased motivation among students who lacked it in the past. One instructor reports that students will often stay for hours after class to use the computer to practice their ESL. Obviously, the program is best suited for practice in reading and writing.

Adapting and Creating Materials for Vocational ESL

Since Vocational ESL courses are relatively new, not many materials are available that are appropriate for adults, at more than one level of English proficiency, and directed toward the vocations that limited English-speaking adults want to pursue. Those that are available are generally written for the most technical fields and are directed toward the intermediate or advanced ESL level. Some interesting materials are being developed for beginning levels, including beginning Prevocational ESL materials, job-specific ESL materials, and "survival-coping skills" ESL materials; however, these are often written for local programs and are not available for wider distribution.

Thus, most programs are forced to make a difficult decision. Should they adapt an already existing series of adult ESL materials, or should they begin again, selecting a syllabus design and creating new materials? Whichever decision they make, programs will need to do as much of the following as time and funding permit: conduct a needs assessment, develop or adapt materials, field-test these materials, revise and implement them, and evaluate them as they are being used. However, even when a curriculum has been field-tested and revised, the teacher cannot expect the Vocational ESL program to be fully appropriate or adequate. Most ESL teachers can attest to the need to adapt materials to make them relevant and appropriate to any particular class. For vocational ESL teachers, the need is even greater, since so few commercially available vocational ESL texts exist.

The following discussion, though aimed at large-scale curriculum development, is also useful for teachers who have to do informal adaptations of materials.

Needs Assessment

Before adapting or creating vocational ESL materials, materials developers or program designers have to identify the needs of the users. Although the learners' needs are most important, materials must reflect the needs of teachers and program administrators as well.

Van Ek (1975) specifies a number of important goals of the needs assessment: what is needed is not only an identification of the situations learners will find themselves in and the language that they must be able to use in that situation, but also the degree of skill that they will be expected to achieve and the mode that they will use. The specification of needs must take into consideration what learners will need to produce and what they will need only to comprehend. For example, though someone may need to understand a reduced passive form in order to read the want ads or technical manuals ("experienced required" or "correspondence filed under chron . . ."), he or she may never have to produce that form, either in writing or speaking. In addition, some important language may not be used frequently. Students may never need to react to "The ___ is in flames," but they had better know that if they do hear it, they must react quickly. If the need is to request information or respond to a request for information, e.g., "Can I have the Jones file?" or "Here's the Jones file," the need to teach this early in the ESL classes is obvious.

A needs assessment should take into consideration the following questions:

- What are the linguistic and cultural backgrounds of the learners?
- What are the vocational goals of these learners?
- What must they be able to do with English in order to succeed in their jobs?
- What level of proficiency will they need? How accurate must their pronunciation and use of the grammar of English be? What is the minimal vocabulary they will need to be able to pursue their vocational training and be successful in their job?
- What cultural preconceptions of education, and language classes in particular, should be taken into consideration in the materials?

Some of the answers to these questions can be obtained by talking with the adults who will be taking the English courses. Others may be partially answered by talking with vocational instructors, employers, and other employees, including other limited English-speaking persons. Ideally, a systematic sampling and observation of texts, classes, and job sites would provide the materials developer with a good idea of the actual language demands of the vocation, the situations in which these are used, and the language modes and relative proficiency required. For example, materials developers could determine whether the employees have to be able to write orders or simply read orders provided for them, or whether they need only to be able to understand the names of foods and utensils in the kitchen, or be able to talk about them to someone else.

The amount of detail in the needs assessment may be limited by time, expense, or training. But since we don't really have a good grasp of how much English and what kind of English is required for someone to be successful on the job, any time that the teachers, materials developers, or other program administrators can provide to create appropriate materials will be well spent.

The needs assessment should also consider the needs of the teachers and the programs. Are the teachers experienced, trained ESL teachers who are also familiar with the vocation? Or are they volunteers who have little understanding of second language acquisition or classroom methodology for ESL and also little direct experience with the vocation that the students are pursuing? How much vocational explanation is necessary? How much explanation must the teachers manual provide?

Adult ESL teachers are often drawn from other fields such as reading, speech and hearing therapy, foreign languages, or English literature. These persons may need more explanation of methodology and of lesson objectives. They may want clear explanations of the goals of each exercise or activity in a teacher's manual or teacher's edition. Moreover, since many teachers work only part time, with little opportunity for adequate planning outside the classroom, the materials may need to be accompanied by ideas for individualizing the activities or making them more relevant for the local geographic area.

The needs assessment must also address programmatic needs. Does the program have a sufficient number of adults with the same linguistic and cultural background, and the same proficiency level in English, who are also preparing for the same job? Or is there a wide variety of cultural and linguistic backgrounds, job aspirations, and English proficiency? If there is substantial homogeneity, the materials can reflect cross-cultural differences, providing a number of bilingual components to explain difficult vocabulary or different vocational practices. Even exercises for overcoming anticipated pronunciation problems can be worked into the program.

Needs assessments vary in their organization and sophistication. Most are samplings of local area needs that result in materials specifically targeted for the local population. Others are the result of a broader sample and are based on a general idea of language demands of a particular job and require substantial adaptation by local teachers to account for geographic differences and cross-cultural differences in both the student and the employee population.

Few vocational ESL needs assessments have reached the level of specificity of those conducted for occupational training courses, which identify job tasks through observation, interview, and analysis; sequence these tasks; and write instructional objectives--all before beginning to develop materials. These assessments offer a model that vocational ESL materials developers would do well to follow. For example, in preparing a new vocational course at the 916 Area Vocational/Technical Institute for Orthotics and Prosthetics, the curriculum developer took the following steps as part of the task analysis:

- Contacted a university that offers the training program
- Read their materials and texts
- Observed their lectures and demonstrations
- Gave a questionnaire to instructors to rank-order all activities they recorded
- Designed materials to provide each of the tasks/skills identified in order of importance
- Used performance objectives (competency-based) to serve as demonstration that the required skills and knowledge had been mastered
- Followed up with studies to determine how well the materials are meeting required needs
- Revised as necessary and continue to revise
- Used and continue to use an advisory committee to keep abreast of changes in the field that need to be incorporated into the vocational curriculum. (Gerkey 1979)

The language components of each task/skill in a vocational ESL needs assessment could be identified in roughly the same way, though a great deal of audiotaping would be necessary to ensure that the curriculum is teaching the language that is actually used on the job.

Ideally, a needs assessment will provide information for the following components of the language class:

- The situations in which the foreign language will be used, including the topics which will be dealt with
- The language activities in which the learner will engage
- The language functions which the learner will fulfill
- What the learner will be able to do with respect to each topic
- The general notions which the learner will be able to handle
- The specific (topic-related) notions which the learner will be able to handle
- The language forms which the learner will be able to use

- The degree of skill with which the learner will be able to perform (van Ek 1975)

Adapting Materials

If a program can find a good set of adult General ESL materials that are culturally and linguistically appropriate, at the proper English level, capable of being used by the teachers in the program, and also easily available and inexpensive enough for the program, it seems natural to consider adapting these materials for vocational purposes. Since these materials already have a syllabus design to follow, materials developers can be free to concentrate on selecting relevant job contexts or situations for teaching the vocational language, identifying important vocabulary, and providing adequate practice with that occupational language.

Adaptations offer an important advantage for programs that have several different vocational courses for limited English speakers. It is possible to create parallel materials for various vocations. These will enable instructors to teach the entire class the new English structures, using one set of materials, and then switch to various vocation-specific adaptations of those same materials for each group of students with similar occupational goals. If the program has bilingual aides as well, a number of job-specific ESL lessons can be taught simultaneously.

Materials can also be developed to supplement the English-language instruction in the ESL class. At NIC/TAC, for example, a series of materials originally prepared for Chinese, Japanese, Korean, and Filipino students (Iwataki et al. 1975) has been supplemented effectively for various vocations for use by Indochinese refugees. (See Appendix for samples of these supplements.) In a project in San Francisco's Chinatown, the native language is used to introduce new survival ESL lessons, to explain terms that would be difficult to define or demonstrate in English (such as zip code or social security card) and to provide such relevant cross-cultural information as differences in nonverbal behavior (for example, handshaking and greeting behavior) and differences in values and thinking patterns. The introductory sheets can be detached from the lesson and handed out separately. In the Chinatown Resources Development Center Materials (1979), the sheets in the first language are handed out in advance of the lesson, to prepare the students for new material and to arouse curiosity. (Program officials report that interested adults often stop by the office and pick up the Chinese "pink sheets" even though they are not enrolled in the program, simply because the information is relevant and readily accessible in their own language.) This project plans to publish the introductory materials in Chinese, Spanish, Vietnamese, and other languages. However, any program with a trained bilingual aide could provide these kinds of supplementary sheets to accompany the Prevocational or Vocational ESL materials.

Creating Materials

If no ESL materials are available for adaptation for vocational ESL, it may be necessary to create materials, specifying the syllabus design (structural, situational, or functional) and then creating classroom activities to fulfill the objectives of that design.

Syllabus Design

Structural. In ESL and EFL, the focus in syllabus design has traditionally been on the forms of the language to be mastered and the rules for combining these (that is, on the sounds, structures, and words of the language and the patterns in which these are combined for speaking, listening, reading, and writing). A syllabus designer selects from these forms and sequences them on the basis of simplicity, importance, frequency of use, and the order in which children acquire them in their first language.

Students are provided with practice in repeating and manipulating the language patterns in order to make these habitual. The teacher controls the amount of vocabulary in order to focus on the grammar of the language. Reading and writing are also delayed, to allow sufficient time for development of listening and speaking skills. It is this syllabus design that still dominates in ESL, even in more "communicative" approaches that add a number of interactive or communicative activities (for example, see Davidson 1978, p. 2).

With this approach, however, students can leave a class, having practiced repeating and manipulating a pattern, only to find that when they need to use it they are unable to respond. Their attention

in class has been focused on the language, not on their ability to use that language, and when any of the cues are missing, they cannot perform.

Situational. In a situational syllabus, it is possible to teach the same structures as in a structural syllabus, but the basis for organizing the language content is the set of situations in which someone might have to use that language (at the bank, in a hotel, on the train, etc.) For example, if the ESL materials included a scene in which an adult is cashing a traveler's check at a bank or opening a checking account, it is possible to write dialogues, create drills, and provide a number of other activities that would still teach need or want + infinitive, and Yes/No questions:

Customer: I want to open a checking account. (or cash a traveler's check)

Bank Employee: Fine. You will need to endorse the check. Do you need a pen?

Customer: No, thanks. I have one.

Bank Employee: Do you want any small bills?

Customer: No. I need some quarters, though.

The situational syllabus represents an attempt to make the language class more relevant to the learner and to provide simulated activities in which the learner can practice the language. The goal of language classes based on a situational syllabus is a mastery of the ability to use the language (communicative competence) rather than a mastery of the structures and sounds of the language (grammatical competence).

Notional/Functional. The notional/functional syllabus represents another attempt to make language classes more meaningful and relevant. It uses speech acts (the things we do with language such as offer, request, refuse, warn, threaten, express opinions or emotions, etc.) and general semantic notions (time, space, quantity, frequency, duration, etc.) as its basis for organizing language. Here, however, the focus is not on the language units or on the methodology of the classroom, but rather the learner's needs for that language. It begins by making an inventory of all the possible purposes a learner might have for using that language and then organizing these into a syllabus for presenting language activities. These would include imparting and seeking factual information, expressing and finding out intellectual attitudes, expressing and finding out moral attitudes, getting things done, and socializing (van Ek 1975, Wilkins 1976).

A functional syllabus can retain grammatical sequencing, teaching simpler structures before more complex ones (for example, holding conditionals and passive voice until after present and simple past are taught). When teaching students to express their likes and dislikes (the function), it is possible to teach the grammatical structures necessary to fulfill that function: for example, to teach the difference between such verbs as like (which can take either -ing forms or infinitives--"I like singing" or "I like to sing") and such verbs as enjoy (which take only the -ing form--"I enjoy singing" but not "I enjoy to sing."

Functional approaches recognize that a person can use a variety of sentences for the same function, depending upon the situation, the participants, the degree of intimacy or formality, etc. One might say, "Give me that" to a child, but would rarely be so direct in requesting something from one's boss. Instead, "Could I have that?" or "Do you think I could borrow that?" might be more appropriate. To a fellow worker, the request might be "I need that" or "Do you need to use that right now?" Not only can different sentences be used for the same function, but the same sentence can be used for different functions. For example, "The phone's ringing" may mean "Will you answer it?" "Excuse me. I have to answer that," or "It's not busy any more. Maybe we'll get through now."

A notional/functional syllabus might identify the following basic language goals for learners: the ability to request or give information, to ask others to do something or respond to their requests, to explain how to do something or how it was done, to ask for clarification, to offer help, and to socialize with their peers, boss, and customers. Curriculum developers would create activities to enable learners to acquire the ability to use the language for these functions.

If the function being taught is making and answering requests, activities might include (1) short dialogues, in which a worker asks a colleague for help and is refused; (2) role plays, in which

people take turns making and responding to requests; and (3) dialogue cues, in which the content of the interaction is provided, but the adult must create the appropriate utterances. (E.g., one student is told to say that he needs help and is very busy today. The other student is told to respond that she can help, but not until later.)

At this time, there is a great deal of interest in the notional/functional approach, and many materials are being created. However, the majority that are now available are British and are rarely addressed either to Vocational ESL or to beginning or intermediate ESL. (Since the notional/functional approach is well suited to Vocational ESL programs, NIC/TAC is now developing some Prevocational and Vocational ESL materials along these lines.)

Curriculum Development

After the needs assessment and the choice of syllabus design have been completed and all the functions, structures, and situations specified and identified in their order of importance, the materials or curriculum developer must take that syllabus or skeleton of the language course and "flesh out" the syllabus. This involves determining the classroom activities and any supplementary materials (visuals, audiotapes, videotapes, etc.).

The kinds of activities appropriate to Vocational ESL are those appropriate for general adult ESL, but with the context or function directed toward general occupational knowledge (Prevocational ESL) or a specific job (Vocational ESL). These activities must provide learners with opportunities to listen to the language they will be expected to understand and to respond appropriately to it. It will involve knowing how to say something when one has been given cues about what to say. (Call the personnel director who interviewed you last week. Greet him. Tell him you're calling about the interview. Find out whether he has made a decision.) It will involve being prepared for various answers. (If the personnel director says, "Oh, I don't know yet," the response will be different from that to "I've decided to hire someone else" or "I've decided to give you a chance at the job.") It will also involve providing learners with a number of routine interactions expected of them when socializing on the job or during routine tasks:

How's the weather out?

Oh, it's getting better.
It's still lousy.
It's pouring.
It's beautiful.

I need to speak with Mr. Jones.

May I tell him who's calling, please?
I'm sorry, he's in a meeting. Can I take a message?
Just a minute, please. I'll see if he's in.
He's on another line. Do you want to hold?

The activities need to be as functional and communicative as possible, providing learners with opportunities to interact in English as they will have to interact on the job. The Vocational ESL class will also have to help adults learn to read and write the specialized English for their vocations: filling out forms, making reports or writing memos, writing orders, and reading texts, manuals, and correspondence.

The written texts should be as close as possible to those that the adult will have to use in vocational training or on the job. A controversy exists over whether to use "authentic" or "simplified" texts: should the student be helped to read through the original text, with all its difficult vocabulary and sentence structure, or should the text be rewritten in a more "simplified" manner? The answer to that question is not validated by any research; in fact, there is still very little solid evidence about what makes some texts more "difficult" than others. Moreover, simplifying one level--syntactic, semantic, or discourse--may result in increasing the complexity of other levels. The answer to that will have to wait for further research. However, if the manual is going to be used in its original form, the curriculum developer will have to provide glosses or explanations--in the adults' first language, if possible--to clarify the more difficult parts. Since few vocational ESL classes are of long duration and lack the luxury of having students for several hours a day for one to two years, it may be necessary to use "authentic" texts very early, so that learners

can become acquainted with the difficulties. A "simplified" section, however, could be used as an introduction to the more difficult, authentic text.

It is important to remember that limited English speakers often have more trouble with non-technical terminology or vocabulary in their reading than they do with the technical terms. For example, ESP students have major problems with such function words as sentence relators (because, following, preceding, thus, however, next), prepositions (in, of, by, about), and synonyms (required, needed). These words must all be taught, in discourse contexts, along with the technical vocabulary. Frequency lists are of little use here, unless they are designed specifically for the occupation and are drawn from occupational texts and reading materials actually used on the job.

Fieldtesting and Evaluation

After the curriculum has been developed, it should be tested at several sites and revisions made accordingly. Evaluation is always a problem in adult ESL materials, since programs are rarely funded for sufficient time to allow materials to be adequately fieldtested, revised, and retested. However, some evaluation of the success of the materials should be done to assess:

- How appropriate were the materials?
- How easy were the materials to use?
- Did learners using them do well in their vocational courses or on the job, or were there language-related reasons for their failure?
- What skills were not adequately covered?
- What situations, vocabulary, or other language items were omitted?
- How clear were the instructions and the teacher's manual?

Teachers, supervisors, and the learners (successfuly and unsuccessfully employed or in training) need to be contacted. Evaluation and revision should be continuous in order to keep abreast of new vocational developments.

RESEARCH NEEDS IN VOCATIONAL ESL

Since there is practically no research on the language demands of various jobs, even for native speakers, the need for research on developing and implementing good Vocational ESL courses is enormous. Some studies of functional language on the job are currently being conducted that will address native English speakers, but these are largely related to literacy demands and not to the speaking/listening requirements of the job. A functional language study (much like that conducted by the Center for Applied Linguistics for schoolchildren in the early grades) would be helpful in identifying these demands and answering some of the following questions:

- How do we know when a student can "function appropriately" on the job in English? How much English is enough? How important is each of the language skills?
- How much can someone avoid using English on the job and still be successful? (What things might the Vocational ESL course omit and what strategies might the course teach that will enable adults to get by on less English?)
- What needs from the needs assessment are the most "basic" and should be taught first? How can they be determined?
- What is the order of functional acquisition of a second language, and how might that affect the order of presentation in Vocational ESL?
- What is the best way to integrate vocational training and ESL? How can we measure that "success"?

- What tests will predict most accurately an adult's learning preferences and chances of success in Vocational ESL?

- What tests can measure progress and determine when an adult is ready to enter the vocational training program or take a job?

- How important is "accent" in the job? What range of accented speech is still tolerable, and how much does that depend on the adult's first language?

- How important is grammatical error? lexical error? Which is more of a problem on the job? What vocabulary items are essential? What structures might be avoided and not taught?

- Which syllabus design and set of materials is most effective for Vocational ESL? What are the best methods for teaching functional or communicative ESL and how can teachers be trained in them?

- How much confusion can an adult deal with in the language-learning process? To what degree might new structures or new terms go unexplained at the beginning when the focus of instruction is on something else? Or is it necessary to define and demonstrate every new term or phrase?

Some research is being done on these specific questions, especially on testing. In addition to adult ESL tests, Galvan and Gonzalez are developing a Test of English Proficiency for Adults of Limited English-Speaking Ability that can be used by adults enrolling in bilingual vocational programs and to determine the improvement of an enrollee's English proficiency during the training program (See Crandall 1979, ESP Newsletter). More tests of this nature will be needed--tests that address combined vocational and ESL proficiency and that can be evaluated to determine their predictive validity.

However, the research is minimal and the needs are great. As English becomes increasingly specialized, research will be needed to identify those special needs and to determine which are most important. Vocational ESL is important because it is relevant, practical, learner-centered, and non-threatening to the learner's identity, but it must also be as efficient and effective as possible. We need to ascertain what is really needed and what is secondary in importance. Introspection and intuition have largely guided us until now, but solid research is needed to support those intuitions.

CHARACTERISTICS OF SUCCESSFUL VOCATIONAL ESL PROGRAMS: A SUMMARY

Although successful Vocational ESL programs vary considerably--depending on size, location, program model, quality of the teachers, and backgrounds and goals of the students--they share at least a number of the following characteristics.

1. The successful Vocational ESL program is learner-centered. All learner needs--educational, social, economic, and psychological--are considered when the program is designed and the curriculum determined. The fact that the adult has different roles and responsibilities from younger learners is recognized, and planners work with the adults to identify needs and set objectives. They create an ESL program that serves those needs and that is viewed as practical and relevant by the adults. The program not only provides Prevocational or Vocational ESL and vocational training, but it also helps adults find jobs and continues to offer services, both counseling and educational, after placement.

2. The successful Vocational ESL program takes into consideration the fact that English can and should be learned for specific functions and domains. It offers Vocational or Prevocational ESL courses for those adults who see English as a key to a job or a better job. It offers other ESL courses for those people who are not seeking jobs. It groups adults with similar goals and needs into the same ESL courses so that the common goal of achieving ESL proficiency for particular objectives is met. It avoids lumping together a variety of adults with differing needs and ESL levels into the same course.

3. The successful Vocational ESL program specifies behavioral or performance objectives that are job-related and uses appropriate materials to achieve these. These behavioral objectives result from a needs assessment, whether formal or informal, and are kept relevant through continual program evaluation. The materials are designed with specific job contexts or tasks in mind or are appropriate adaptations of general ESL materials. They are clearly relevant to general job demands and the specific language demands of the adults' vocation.

4. The successful Vocational ESL program is an integral part of a good vocational program. It provides job counseling, placement, and vocational training, and helps the limited English-speaking adult to obtain entry into the vocational program as soon as possible; if the adult needs a job as well, arrangements are made for the adult's training to continue, in both the vocation and ESL, while he or she is working.

5. The successful Vocational ESL program is as functional as possible. Activities are communicative and relevant, and adults are given ample opportunity to practice using the language in a variety of ways.

6. The successful Vocational ESL program builds upon the language and vocational skills the adult already possesses and addresses adult needs.

7. The successful Vocational ESL program recognizes cross-cultural differences, especially those related to education and language learning.

This list of characteristics is by no means exhaustive, nor are these objectives always possible to achieve. Since many adult Vocational ESL programs rely on annual funding, it is difficult to design and implement them, as well as continually evaluate and revise them. Good teachers, here as in so many other programs, can spell the difference between success and failure, even in the most inappropriately designed programs.

APPENDIX

Two Sample Supplementary Lessons:

English for Your Job: Prevocational Unit I
English for Your Job: Clerical Unit I

The following prevocational and clerical lessons, created by NIC/TAC, are designed to supplement lessons 21-22 (late beginning ESL) of English as a Second Language: A New Approach for the 21st Century (Iwataki et al., San Juan Capistrano, CA: MODULEARN, Inc. 1975). These materials enable the teacher whose students are interested in different occupations to make the ESL as relevant and practical as possible, while still providing some uniformity to the classroom presentation. They are designed to be used after the general ESL lesson has been taught. The prevocational unit uses a general employment context, and the clerical unit an office situation. Each unit includes relevant occupational vocabulary and activities. Note, however, that the same structures are taught in the two lessons: prepositions of place (locatives), subject-verb agreement (especially third person), the use of do/does in questions, and the use of can for ability and permission. Only part of each lesson is presented here. The lesson on the left side of the page is taken from the prevocational materials; the comparable lesson on the right side of the page is from the clerical materials. Directions to the teacher are on the left side of the lesson and to the student on the right side of the lesson. (The first set of directions below apply to both the prevocational and clerical dialogues.) Similar supplementary materials are also available for auto mechanics and food services.

DIALOGUE

To the Teacher: *The following dialogue is for listening comprehension and is intended to introduce the student to (a) verbs in the present tense relating to activities of job counselors and job seekers; (b) subject-verb agreement; (c) prepositions of place (locatives); and (d) the modal can as used to indicate ability and to ask permission. This dialogue is not for memorization.*

1. *Read the dialogue at normal speed, allowing your students to follow in their textbooks.*
2. *Ask students to close their textbooks and read the dialogue again.*
3. *Ask students to open their textbooks. Explain vocabulary items and point out the structures that are to be taught in the lesson.*
4. *Ask students to close their books again. Read the dialogue a third time.*
5. *Ask the questions at the end of the dialogue. They require simple answers.*

To the Student: *Listen to the following dialogue. Do not memorize it.*

1. *Follow along in your book as your teacher reads the dialogue.*
2. *When your teacher tells you to do so, close your book and listen to the dialogue again.*
3. *Open your book. Your teacher will explain words and sentences you do not understand.*
4. *Close your book. Listen to the dialogue again.*
5. *Answer the questions your teacher asks. Give short answers.*

PREVOCATIONAL UNIT I

Situation: Keo is a Laotian woman who has been in the U.S. for several months. Vinh is a Vietnamese man. They are friends. They meet on the bus one afternoon. Vinh gets on the bus and sees his friend Keo.

VINH: Hi, Keo. Can I sit here?

KEO: Sure, Vinh. I'll move my newspaper. How are you?

CLERICAL UNIT I

Situation: Chau arrives at the office of Mrs. Allen, the Placement Officer, to talk about a clerical job at National Office Machines, a large national corporation.

MRS. A: Hello, Chau. I'm Mrs. Allen. Come on in.

CHAU: Hello, Mrs. Allen.

VINH: O.K., but I have a problem. Can you help me?

KEO: Maybe. What's wrong?

VINH: I want a job, but I can't find one.

KEO: I understand. There aren't many jobs. I need one, too.

VINH: But where can I look?

KEO: There are lots of places. You can look through the want ads in the newspaper, or you can go to an employment office. There's one near here. It's between the coffee shop and the bank.

VINH: What's an employment office?

KEO: An employment office helps you get a job. There are two kinds: public and private.

VINH: What's the difference?

KEO: A private agency charges a fee. Either you pay for the job or the employer pays the fee. A public service doesn't charge.

VINH: Can anybody use the employment agencies?

KEO: Sure. You can find a job in other places, too. Friends and relatives can help. Schools have placement offices. There's a job counselor and a job developer at my school.

VINH: What do they do?

KEO: Well, the job counselor helps you find out about different jobs. He talks to you about your interests, skills and experience. He suggests training programs in vocational areas.

VINH: What do job developers do?

KEO: They tell you what jobs are available. They set up interviews with employers, too.

VINH: But I need a job now. You have a newspaper. Can I look at the want ads?

KEO: Sure. Here it is. I get off at the next stop. Good luck.

VINH: Thanks. I'll talk to you later.

Comprehension Questions

Teacher:
1. Where do Keo and Vinh meet?
2. Do they want jobs?
3. Where can they look for jobs?
4. Does a public employment agency charge a fee?
5. Who can help you find a job?
6. Do schools have placement offices?

MRS. A: Can I see your application form? I think we can find a job for you. You can type and you have experience. Right now we have three openings: one in the accounting department down the hall, one in the mail room, and one in Mrs. DeWitt's office on the fifth floor. She's Director of Marketing.

CHAU: Can you describe the jobs?

MRS. A: Sure. The accounting department needs a general clerk. You file invoices and post payments and receipts on special forms.

CHAU: What's the mail room job?

MRS. A: In the mail room you sort the mail and deliver it to the divisions. You also collect letters and packages from all the offices in the building.

CHAU: Is it a large department? I like to work with people.

MRS. A: Well, there's only one person in the mail room, but you can meet people in the other offices. There's traffic in and out all day.

CHAU: What goes on in marketing?

MRS. A: They test our products and determine good markets for them around the country. They also organize sales promotions and keep track of consumer reaction.

CHAU: That sounds interesting. I can learn a lot in that job.

MRS. A: Yes, you can. You start with lots of typing, a little filing, and general office work, but you can move on to other jobs and more responsibility.

CHAU: That's perfect. What about salary?

MRS. A: It pays $7,000. The job in accounting pays more, but the job in marketing is more exciting.

CHAU: I like accounting, but I also like a variety of things to do. I can't decide.

MRS. A: I recommend the job in marketing. It's a demanding job, but you can handle it and you'll like the people.

CHAU: When can I start?

MRS. A: Can you attend orientation tomorrow?

CHAU: Sure.

Comprehension Questions

Teacher:
1. Who is Mrs. Allen?
2. What are the clerical job openings at National Office Machines?
3. What does the accounting department need?
4. What's the mail room job?
5. Does the marketing division test products and determine markets?
6. When can Chau attend orientation?

PREPOSITIONS OF PLACE (LOCATIVES)

You can walk	in through to near around	the building.

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

You can look through the want ads.
You can look in the newspaper.
You can go to an employment office.
You can find a job in other places, too.
There's a job counselor at my school.
He suggests training programs in your town.
There's an employment agency near here.
I get off at the next stop.
It's between the coffee shop and the bank.

Substitution Drill

Have students substitute prepositional phrases.

Make sentences using the cues your teacher provides.

T: I get off at the next stop.
at the corner
in front of the grocery store
after this stop
around the corner

S: I get off at the next stop.
I get off at the corner.
I get off in front of the grocery store.
I get off after this stop.
I get off around the corner.

T: You can look through the newspaper.
in the want ads
at the job center
on the bulletin board
in the phone book

S: You can look through the newspaper.
You can look in the want ads.
You can look at the job center.
You can look on the bulletin board.
You can look in the phone book.

T: You can receive help through the job center.
from the job counselor
from your friends
at an employment office

S: You can receive help through the job center.
You can receive help from the job counselor.
You can receive help from your friends.
You can receive help at an employment office.

PREPOSITIONS OF PLACE (LOCATIVES)

Chau can work	in at	her office.
You can walk	down to from on around	the escalator.

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

There's a job opening in the mail room.
The accounting department is down the hall.
Chau arrives at Mrs. Allen's office.
Mrs. DeWitt's office is on the fifth floor.
You collect letters from all the offices.
You sort the mail in the mail room.
The clerk delivers the mail to the divisions.

Substitution Drill

Have students substitute prepositional phrases.

Make sentences using the cues your teacher provides.

T: There's a job in the accounting department.
in the mail room
at National Office Machines
on the second floor

S: There's a job in the accounting department.
There's a job in the mail room.
There's a job at National Office Machines.
There's a job on the second floor.

T: Chau can type at her desk.
on this machine
in Mrs. DeWitt's office

S: Chau can type at her desk.
Chau can type on this machine.
Chau can type in Mrs. DeWitt's office.

T: New employees can learn at orientation.
on the job
in special training courses
from their supervisors

S: New employees can learn at orientation.
New employees can learn on the job.
New employees can learn in special training courses.
New employees can learn from their supervisors.

SUBJECT-VERB AGREEMENT

I You We They	want	a job.
He/She	wants	a job.

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

I want a job.
An employment office helps you.
A private agency charges a fee.
You pay for the job.
The employer pays the fee.
A public service doesn't charge.
He talks to you about your interests.
He suggests training programs.
They set up interviews.

Substitution Drills

Have the students repeat the first sentence. Then provide the cues and ask them to modify the base sentence using the cue.

Repeat the first sentence after your teacher. Then make a sentence using the words (cues) provided.

T: Keo wants a job.
needs
finds
looks for
calls about
asks about

S: Keo wants a job.
Keo needs a job.
Keo finds a job.
Keo looks for a job.
Keo calls about a job.
Keo asks about a job.

T: Job counselors have many jobs: They suggest training programs.
call personnel managers
type resumes
mail references

S:
They suggest training programs.
They call personnel managers.
They type resumes.
They mail references.

SUBJECT-VERB AGREEMENT

I You We They	file	invoices.
He/She	files	invoices.

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

You sort the mail.
They organize sales promotions.
The accounting department needs a general clerk.
They test our products.
I recommend the job in marketing.
That sounds interesting.
Chau arrives at the office.

Substitution Drills

Have the students repeat the first sentence. Then provide the cues and ask them to modify the sentence using the cue.

Repeat the first sentence after your teacher. Then make a sentence using the words (cues) provided.

T: A general clerk does lots of jobs: He types reports.
files correspondence
answers the phone
helps the secretary
greets visitors

S:
He types reports.
He files correspondence.
He answers the phone.
He helps the secretary.
He greets visitors.

T: Accounting clerks maintain records: They post payments.
add figures
pay employees
mail checks
operate calculators
work with numbers
use ten-key adding machines

S:
They post payments.
They add figures.
They pay employees.
They mail checks.
They operate calculators.
They work with numbers.
They use ten-key adding machines.

DO, DOES IN QUESTIONS

Does	Keo	have	a newspaper?	Yes, she does.
Do	Keo and Vinh	have	jobs?	No, they don't.
Does	Vinh	have	a newspaper?	No, he doesn't.
Do	Keo and Vinh	want	jobs?	Yes, they do.

Question and Answer Drill

One student will make a question using the cues you provide. The second student will give a short answer. Use "job counselor" as the subject of the sentences.

Use the cue your teacher provides. Make the question, "Does a job counselor . . . ?" Give a short answer.

T: suggest training programs
S[1]: Does a job counselor suggest training programs?
S[2]: Yes, he/she does.

call personnel managers
S[1]: Does a job counselor call personnel managers?
S[2]: Yes, he/she does.

type resumes
S[1]: Does a job counselor type resumes?
S[2]: Yes, he/she does.

mail references
S[1]: Does a job counselor mail references?
S[2]: Yes, he/she does.

set up interviews
S[1]: Does a job counselor set up interviews?
S[2]: Yes, he/she does.

fill out application forms
S[1]: Does a job counselor fill out application forms?
S[2]: Yes, he/she does.

help you find a job
S[1]: Does a job counselor help you find a job?
S[2]: Yes, he/she does.

ask about your experience
S[1]: Does a job counselor ask about your experience?
S[2]: Yes, he/she does.

DO, DOES IN QUESTIONS

Does a general clerk	file invoices?		Yes, he/she does.
Do mail clerks	pay bills?		No, they don't.
Does Chau	take the accounting job?		No, she doesn't.
Do you	have a job?		Yes, I do.

Question and Answer Drill

One student will make a question using the cues you provide. The second student will give a short affirmative answer. Use "general clerk" as the subject of the sentences.

Use the cue your teacher provides. Make the question, "Does a general clerk . . . ?" Give a short affirmative answer.

T: file reports
S[1]: Does a general clerk file reports?
S[2]: Yes, he/she does.

type memorandums (memoranda)
S[1]: Does a general clerk type memorandums?
S[2]: Yes, he/she does.

help the secretary
S[1]: Does a general clerk help the secretary?
S[2]: Yes, he/she does.

xerox copies
S[1]: Does a general clerk xerox copies?
S[2]: Yes, he/she does.

answer the telephone
S[1]: Does a general clerk answer the telephone?
S[2]: Yes he/she does.

greet visitors
S[1]: Does a general clerk greet visitors?
S[2]: Yes, he/she does.

fill out forms
S[1]: Does a general clerk fill out forms?
S[2]: Yes, he/she does.

maintain records
S[1]: Does a general clerk maintain records?
S[2]: Yes, he/she does.

MODAL CAN + VERB TO SHOW ABILITY AND PERMISSION

Where	can	I	look?
You	can		go to the employment office.
	Can	I	sit here?
Yes, you	can.		

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

You can find a job.
Friends and relatives can help.
I can't find a job.
Can you help me?
Where can I look?
Can I sit here?
Can I look at your newspaper?

Answer Drill

Ask the following questions. Students provide short answers either in the affirmative or negative.

Give short answers to your teacher's questions. You can answer, "Yes,...can," or "No, ...can't."

T: Can Keo help Vinh find a job?
S: Yes, she can. (*or* No, she can't.)

T: Can you get a job without experience?
S: Yes, you can. (*or* No, you can't.)

T: Can I look at your newspaper?
S: Yes, you can. (*or* No, you can't.)

T: Can I talk to the job counselor?
S: Yes, you can. (*or* No, you can't.)

Transformation Drill

Provide the following sentences in the affirmative and ask students to change them to the negative.

Change the sentence your teacher provides from the affirmative to the negative.

T: You can find a job.
S: You can't find a job.

T: Keo can help Vinh.
S: Keo can't help Vinh.

T: Vinh can look at the want ads.
S: Vinh can't look at the want ads.

T: They can call for an interview.
S: They can't call for an interview.

T: She can work as a waitress.
S: She can't work as a waitress.

MODAL CAN + VERB TO SHOW ABILITY AND PERMISSION

Where	can	I find a job?		Can	I leave my coat here?
We	can	help.	No, you	can't.	
	Can	you work today?	But you	can	put it on this hook.
Yes, I can.					

Repetition Drill

Have students repeat the following after you, both chorally and individually.

Repeat the following sentences after your teacher.

I can learn a lot in that job.
We can find a job for you.
You can handle the job.
I can't decide.
She can't take shorthand.
Can you describe the job?
When can I start?

Answer Drill

Ask the following questions. Students provide short answers.

Give a short yes or no answer.

T: Can clerks earn a good salary?
S: Yes, they can. (*or* No, they can't.)

T: Can Chau advance in her new job?
S: Yes, she can. (*or* No, she can't.)

T: Can mail clerks deliver packages?
S: Yes, they can. (*or* No, they can't.)

Substitution Drill

Have the students repeat the first sentence. Then provide the cues and ask them to modify the sentence using the cue.

Repeat the first sentence after your teacher. Then make a sentence using the cues (words) your teacher provides.

T: The new employee can type.
S: The new employee can type.

T: learn
S: The new employee can learn.

T: help
S: The new employee can help.

T: file
S: The new employee can file.

T: They can start tomorrow.
S: They can start tomorrow.

T: drive
S: They can drive tomorrow.

T: work
S: They can work tomorrow.

T: attend
S: They can attend tomorrow.

T: arrive
S: They can arrive tomorrow.

CITY MAP

NATIONAL OFFICE MACHINES
BUILDING DIRECTORY

CAFETERIA		Main Floor
COFFEE SHOP		206
COMPTROLLER	Tomasinia Blackwood	300
Accounting 308		
Budget 302		
Payroll. 315		
CREDIT UNION		204
HEALTH CENTER	Ann-Marie Harnett, R.N.	220
LEGAL DIVISION	Linda Turner, Chief Counsel	320
Government Relations 324		
International Relations. 330		
MAIL ROOM		Main Floor
MARKETING DIVISION	Jane DeWitt, Director	500
PERSONNEL DIVISION	John Brosseau, Director	600
Employee Benefits. 615		
Personnel Records. 603		
Placement. 611		
Recruiting 610		
Training and Staff Development 605		
PRESIDENT	Kathleen Kundert	700
PUBLIC RELATIONS DIVISION	Elizabeth Newman, Director	100
Consumer Information 110		
Information Officer. 106		
RECEIVING & SHIPPING DIVISION	Sonia McLane, Director	420
RESEARCH & DEVELOPMENT DIVISION	Nancy Rhodes, Director	400
SUPPLY STORE		Basement

CUED RESPONSE DRILL

Use the city map on p. 29. Write the cues below on the blackboard in two columns as shown. Students will use the cues to make a sentence which answers "Where does the ___ work?"

Turn to the illustration on p. 29. Use the cues on the blackboard to make a sentence which answers the question, "Where does the ___ work?"

Examples: The baker works in the bakery.
The pharmacist works in the drugstore.

mechanic	garage
baker	bakery
cashier	supermarket
waitress	coffee shop
teller	bank
sales clerk	clothing store
pharmacist	drug store
job counselor	job training center
job developer	employment service
hostess	lounge
dishwasher	restaurant

Response Drill

Use the same illustration. Have the student respond with a locative to the statements and cues you provide.

Use the same illustration. Respond to the teacher's statement and cue. Use a preposition in your response.

T: Keo lives in the apartment house. (corner)
S: It's on the corner.

The job counselor works at the job-training center. (bakery and restaurant)
It's between the bakery and the restaurant.

The mechanic works in the garage. (bakery)

Vinh eats at the coffee shop. (drug store and employment office)

Vinh buys a newspaper at the newsstand. (corner)

Keo gets off at the bus stop. (corner)

Keo goes to the newsstand. (drug store)

The job developer goes to his office. (job training center)

CUED RESPONSE DRILL

Use the Building Directory provided on p. 29. Ask students to respond to the question, "Where is...?" by using the cues provided.

Use the illustration on p. 29. Respond to the teacher's question, using the cue provided.

T: Where is the supply store? (in the basement)
S: The supply store is in the basement.

Where is the credit union? (in room 204)
The credit union is in room 204.

Where is the marketing division? (on the fifth floor)
The marketing division is on the fifth floor.

Where is the president's office? (on the top floor)
The president's office is on the top floor.

Use the same illustration. This time ask the question, "Where can you find...?" Students will answer, "I can find ...," by referring to the visual.

Use the same illustration. This time answer the question, "I can find...," by referring to the visual.

T: Where can you find personnel records? (at the personnel office)
S: I can find personnel records at the personnel office.

Where can you find the nurse? (at the health center)
I can find the nurse at the health center.

Where can you find office supplies? (at the supply store)
I can find office supplies at the supply store.

Where can you find coffee? (at the coffee shop)
I can find coffee at the coffee shop.

Use the same illustration. This time ask the question, "Where can I get...?" Students will respond, "You can go to...," using the cue provided.

Use the same illustration. Answer your teacher's question, "Where can I get...?" with "You can go to...." Your teacher will provide the cues.

T: Where can I get office supplies? (the supply store)
S: You can go to the supply store.

Where can I get training information? (the personnel division)
You can go to the personnel division.

Where can I get medical care? (the health center)
You can go to the health center.

Where can I get a loan? (the credit union)
You can go to the credit union.

SHORT DIALOGUE

The following dialogue is to be memorized. *Memorize the following dialogue.*

Situation: Keo and Vinh meet at an employment office.

Keo:	Can we find a job here?
Vinh:	I hope so.
Keo:	The job listings are on the bulletin board.
Vinh:	Look, they need a cashier at the supermarket.
Keo:	Maybe I can apply for that.

Role-Playing Activity

Students should use the following three situations to make up simple conversations. One suggestion is provided. *Have a short conversation with another student about the following situations. One suggestion is provided.*

A. Vinh asks Keo how to get to the employment agency.

Suggestion:

Vinh:	Where is the employment agency?
Keo:	There's one on Main Street.
Vinh:	How do I get there?
Keo:	You can take the No. 7 bus to First Avenue. Main Street is around the corner.
Vinh:	O.K. Goodbye.

B. Keo explains to Vinh different ways to find a job.

C. Vinh asks Keo about the difference between a job counselor and a job developer.

Reading Passage

Are you looking for a job? There are many ways to find one. You can read the want ads in the newspapers. You can also go to an employment agency. Manpower development programs are a good source of jobs. In these programs you receive training in job skills, counseling, and help in finding a job.

Your friends and relatives can help, too. They know about jobs in their offices, restaurants, and factories. They can tell you about job openings and introduce you to the employer.

In your search for a job, you can use all of these ways. It takes time, patience, and energy to find a job. Job-hunting is a job in itself.

Comprehension Questions

1. Where can you find the want ads?
2. What do manpower development programs provide?
3. How can friends and relatives help?
4. What qualities do you need to find a job?

SHORT DIALOGUE

The following dialogue is to be memorized. *Memorize the following dialogue.*

Situation: Mrs. Allen, the Placement Officer, interviews Chau.

Mrs. A:	We have several openings for clerks. Can you type?
Chau:	Yes, I can, and I like office work.
Mrs. A:	We need a clerk-typist in marketing. The job pays $7,000 a year.
Chau:	What's the job like?
Mrs. A:	You file, type, and help the office secretary. It's a pleasant office.

Role-Playing Activity

Students should use the following situations to make up simple conversations. One suggestion is provided. *Have a short conversation with another student about the following situations. One suggestion is provided.*

A. Mrs. Allen describes the job in marketing to Chau.

Suggestion:

Mrs. Allen:	The marketing division needs a clerk-typist.
Chau:	I type, but I can't take shorthand.
Mrs. Allen:	That's all right. The job requires typing, filing, and general office work.
Chau:	It sounds interesting. Is there any opportunity for advancement?
Mrs. Allen:	Yes. It's a good job.

B. A mail clerk explains his job to Chau.

Reading Passage

Many office workers are clerks. You can find clerical workers in large corporations, small businesses, schools, hotels, and government offices. In small offices, clerks perform general office work. They type, file, answer the phone, and greet visitors.

In large offices, clerks hold specialized jobs. Their job titles include file clerk, mail clerk, and receptionist. A file clerk keeps records in the filing department. A mail clerk sorts and delivers mail. A receptionist answers questions and guides visitors to various offices.

In a small office you can do many different things. If you prefer to specialize, a large office is for you.

Comprehension Questions

1. Where can you find clerical workers?
2. What do clerks in small offices do?
3. Who guides visitors to various offices in a large office?
4. What are some titles of clerical jobs?

HOMEWORK/SEATWORK

[This exercise can be used for both prevocational and clerical lessons.]

Students will use the following information to complete the application blank below.

Use the following information to complete the application blank below.

Her name is Nguyen Thi Chau.

She lives at 436 Market Street, River City, Florida 33100.

Her telephone number is 305/943-8742.

Her birthdate is September 8, 1950.

She is single.

She has no children.

Her birthplace is Danang, Vietnam.

She wants a clerical job.

She wants to work full-time.

She can begin work immediately.

She types 60 wpm.

She can operate a 10-key adding machine, a duplicating machine, and a copier.

She has no physical defects.

She has no military service.

She attended high school in Danang at Sao Mai High School from 1961-1968.

She received the Baccalaureate degree from Sao Mai in 1968.

She studied typing for 6 months at Le Loi Typing Classes in Danang in 1969.

She worked as a typist for Danang Town Hall from 1969-1972.

Her supervisor at the Town Hall was Mr. Nguyen Van Ba.

She also worked for the Ministry of Information in Saigon, Vietnam from 1973-1975. She was a clerk-typist.

Her supervisor there was Mrs. Tran Thi Vao.

Now fill out another form with information about yourself.

APPLICATION FORM

NAME _____ PHONE _____
Last Name First Name Middle Initial (Area Code)

ADDRESS _____
Street City State Zip Code

DATE OF BIRTH _____ PLACE OF BIRTH _____

MARITAL STATUS _____ NUMBER OF DEPENDENTS _____

JOB DESIRED _____ PART-TIME ___ FULL-TIME ___

DATE YOU CAN BEGIN _____ SOCIAL SECURITY NUMBER _____

EDUCATION:

Dates	Institution	Degree Earned

EXPERIENCE:

Dates	Job (Duties)	Supervisor

SPECIAL SKILLS _____

OFFICE MACHINES YOU CAN OPERATE _____

MILITARY SERVICE _____ ANY PHYSICAL DEFECTS? _____

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Peterson, Morris et al. 1976. Assessment of the status of bilingual vocational training for adults: Final report. Vol. 3 - Review of literature. Report by Kirschner Associates to Office of Planning, Budgeting, and Evaluation, USOE/DHEW. ED 131 683.

Pfannkuche, Anthony. 1979. Research implications of the Indo-Chinese refugee resettlement program. Paper presented at annual meeting of TESOL.

Phillips, Martin and Clarence Shettlesworth. 1975. Problems in syllabus design in industrial English. ESPMENA Bulletin 2.

Pilbeam, Adrian. 1978. Planning a one-to-one course for the teaching of job-specific English. Recherches et Echanges 3 (2).
Discusses procedures by which specialist language courses are developed to meet specific learner needs. Includes sample of needs assessment and 3-week course for insurance company claims superintendents.

Pittman, G.A. 1974. A suggested strategy for 'vocational' courses in English for adults. English Language Teaching Journal 28 (2).
Advises against intermediate or advanced vocational ESL courses that focus almost entirely on technical vocabulary, ignoring structures such as two-part verbs. Gives list of these verbs and sample fillers from various occupations.

Reynolds, Jack. 1978. PLESA: Program for persons of limited English-speaking ability--Ten case studies. Washington, DC: University Research Corporation. Report for Employment and Training Administration, Office of Research and Development, US Department of Labor.
Describes 10 projects for limited English-speaking adults in CETA programs. Offers information in designing a program with ESL and vocational training, including profiles of successful projects and lessons learned from projects that encountered problems.

_____, Kramer Davis and Marta Kelsey. 1978. The PLESA experience: Training and employment services for persons of limited English-speaking ability. Washington, DC: University Research Corporation. Report for Employment and Training Administration, Office of Research and Develop-

ment, US Department of Labor.
Looks at the 47 PLESA projects in terms of organization, language and vocational training, and other services such as job development. Bibliography of instructional materials. Good source of information on program models.

Robinson, Kay. 1978. ESL on the job: The course at International Parts (Canada) Limited. TESL Talk 10 (4).
Describes English program for Italian speakers in management positions in Canada. Discusses needs assessment based on task analysis, general classroom activities and management, evaluation, and learner characteristics.

Robles, Gabriel, ed. 1971. ESL - MESL: Problems and position papers on Manpower English as a second language. UCLA: Southwest Area Manpower Institute for Development and Staff.

Savage, K. Lynn. 1979. Vocational ESL - Its evolution in the 70s. Paper presented at annual meeting of TESOL.

_____, Wayne Wang, Mamie How, and Ellen Lai-shen Yeung. 1978. Vocational ESL for beginning level adults. Paper presented at annual meeting of TESOL.

Savage, K. Lynn et al. 1978. Vocational master plan for ESL. San Francisco Community College District.
Good example of curriculum guide for prevocational ESL, with language objectives and non-verbal/cultural objectives provided for getting a job, holding a job, and moving ahead.

Sims, Diana M. 1979. Teaching American speakers: A new approach to vocational EFL. Paper presented at annual meeting of TESOL.

Stratton, Florence. 1977. Putting the communicative syllabus in its place. TESOL Quarterly 11 (2).
Discusses the viability of the functional or communicative syllabus in four different learning situations: ESL, EFL, EAP, and ESP.

Strevens, Peter. 1972. Technical, technological and scientific English (TISE). Paper presented at conference of International Association of Teachers of English as a Foreign Language. ED 071 460

_____. 1977. New orientations in the teaching of English. London: Oxford University Press.
Introduction to theory and practice of language teaching, with discussion of differences in teaching English for special purposes.

_____. 1977. Special-purpose language learning: A perspective. Language Teaching and Linguistics: Abstracts 10.

Trim, J.L.M. 1976. Languages for adult learners. Language Teaching and Linguistics: Abstracts 9.

Trimble, Mary Todd and Louis Trimble. 1979. Factors in designing language materials for specific purposes courses. Paper presented at annual meeting of TESOL.

Trimble, Mary Todd, Louis Trimble, and Karl Drobnic. 1978. English for specific purposes: Science and technology. Corvallis, OR: English Language Institute, Oregon State University.
Collection of articles reviewing growth of EST, analyzing scientific and technical discourse in English and other languages, and providing practical advice on curriculum development and teaching techniques in ESP and EST. Essays directed both to the researcher and the classroom teacher. Glossary of terms and bibliography of EST also provided.

U.S. Department of Labor, Manpower Administration, Office of Special Manpower Programs. 1969. Basic occupational language training (BOLT): Final report. New York: Puerto Rican Forum. ED 055 151

Zask, Georges. 1977. Trends and issues in teaching French to migrant workers. Studies in Language Learning 2 (1).
Stresses importance of prevocational information as well as language training in concurrent training programs. Method of teaching immigrants must be appropriate and must include relevant information about the "problems of the worker's world." Discusses testing, needs assessment, literacy, and the function of the language class.

Most of the textbooks in the following sections have been published since 1979; several are forthcoming in 1979. Publishers' descriptions have been used for those texts not yet available.

Note that the texts that are published in England will use British English, and job situations, practices, and terminology appropriate to British settings. However, these can be adapted for American English and American occupations.

VOCATIONAL ESL AND ESP CLASSROOM MATERIALS AND TEXTBOOKS

Allen, Bryan. The business letter. London: Evans Brothers.
Introduction to basic business letters for students in their first year of Business English.

Allen, J.P.B. and H.G. Widdowson, general editors. English in focus series. New York and Oxford: Oxford University Press.
Titles in series:
English in physical science. J.P.B. Allen and H.G. Widdowson.
English in basic medical science. Joan Maclean.
English in agriculture. Alan Mountford.
English in mechanical engineering. Eric H. Glendinning.
English in workshop practice. Alan Mountford.
English in social studies. J.P.B. Allen and H.G. Widdowson.
English in biological science. Ian Pearson.
English in education. Elizabeth Laird.
Series consists of student's and teacher's editions. Designed to help intermediate and advanced ESL students develop their reading and writing skills. Eight units in each, consisting of reading passage and comprehension questions, grammar and language use, and exercises in guided writing, transferring information from one format to another (for example, from diagrams to writing), and note taking. Can be used as either a quick review or the basis for a longer course.

Austin, David and Tim Crosfield. English for nurses. London: Longman.
Student's book and teacher's notes focus on oral communication and reading and writing relevant to hospitals and medical care.

Bates, Martin and Tony Dudley-Evans, eds. Nucleus series. London: Longman.
Titles in series:
Agriculture. Clarence Shettlesworth, Lewis Kerr, Stephen Denny and Martin Phillips.
Biology. Martin Bates and Donald Adamson.
Chemistry. Timothy Hatward, Colin Barron, and Ian Stewart.
Engineering. Tony Dudley-Evans, John Wall, and Tim Smart.
Geology. Colin Barron and Ian Stewart.
Mathematics. Timothy Bowyer and David Hall.
Medicine. Jeffrie Jameson and David Kirwan.
Nursing Science. Rosalie Kerr and Jennifer Smith.
Physics. Timothy Bowyer and David Hall.
Series contains a core book--General science, edited by Martin Bates and Tony Dudley-Evans--and the specific books for scientific and technical fields. Core book presents language common to all disciplines and can be used as an independent text or to support a more specific ESP book. All have 12 units. Series contains teacher's notes, and a tapescript is available for General Science.

Beardwood, Lynette, Hugh Templeton, and Martin Webber. A first course in technical English. London: Heinemann Educational Books.
Low-level ESL for technical occupations. Consists of two texts with tapes and a teacher's manual for each. Each book has 10 units that are based on a technical theme and divided into listening, reading, speaking, and writing exercises.

Beesley, Alan R. English for your business career. New York: Collier-Macmillan.
Series of four books, beginning with low-level ESL. Designed for young adults who need spoken and written English for business, but can also be used in adult education and secretarial school classes. Emphasis is on business situations and vocabulary. Conversation sets the frame, followed by structure drills and practice in conversation. Teacher's edition and tape recordings available, as well as a set of graded readers.

Bernstein, Rosella, Charles W. Gay, Robert B. Kaplan and Ron D. Schoesler. English at your fingertips. Encino, CA: English Language Services.

Intermediate or advanced ESL text designed for adults who want to review their English while learning how to type.

Binham, P. Executive English. London: Longman.
Series of three books for intermediate-level ESL. Emphasis is on spoken and written command of business English. Tapes are available.

Blackie, David J. English for basic maths. London: Thomas Nelson and Sons.
Intermediate ESL course consisting of two books devoted to arithmetic, algebra, and geometry. Teacher's book available.

Bolitho, A.R. and P.L. Sandler. Learn English for science. London: Longman.
Low intermediate to intermediate ESL. Two books with teacher's notes. Designed to serve as bridge between general English course, and scientific and technical reading materials student will encounter later.

Chinatown Resources Development Center. (Savage, K. Lynn, Ellen Lai-shen Yeung, and Mamie How). Integrated competency-based bilingual vocational English as a second language. (For information regarding availability, contact David Hemphill, Project Director, CRDC, 615 Grant Avenue, San Francisco, CA 94109.)
Three cycles of eight beginning-level units focusing on vocabulary, structures, and cultural information for prevocational ESL for entry-level employment. Information such as zip code, social security number, etc. is presented in the native language (available in Chinese, Spanish, and Vietnamese). Each unit takes about 20 hours to complete.

Close, R.A. The English we use for science. London: Longman.
Intermediate to advanced ESL.

Costinett, Sandra and Gordon Ross. American English for international businessmen. Washington, DC: Institute of Modern Languages, Inc. ED 012 917
Twelve units designed for intermediate or advanced ESL based on specific office topics such as phone calls or employee benefits. Format consists of dialogues, questions, and a reading passage.

Cotton, David. International business topics. London: Evans Brothers.
Selection of 22 reading passages about international business that serves as basis for oral discussion and for comprehension and writing assignments.

Croft, Kenneth and Billye Walker Brown. Science readings for students of ESL. New York: McGraw-Hill.
Selections from biology, chemistry, earth sciences, engineering, and physics. Intended for secondary school or college students at advanced ESL level. Glossary of scientific words and comprehension and discussion questions follow the readings.

Donovan, Peter. Basic English for science. Oxford: Oxford University Press.
Scientific English common to all fields. Goal is to help student deal with scientific concepts and terminology. Student's book, teacher's book, and tape available.

Dresner, Joanne, Kenneth Beck, Louise Carter, and Claire Morgano. It's up to you: Language skills and strategies for getting a job. New York: Longman (forthcoming).
Intermediate and advanced prevocational ESL text consisting of 6 units that use authentic interview tapes to expose students to natural speech. Materials are task oriented, with such activities as role-plays and discussion questions. New vocabulary is defined with appropriate contexts provided. Tapescripts are included in the text, but tape of interviews is also available.

Eisenberg, Anne. Reading technical books. Englewood Cliffs, NJ: Prentice-Hall.

English Language Services, Inc. Special English series. Washington, DC: English Language Services and Collier-Macmillan International.
Titles in series:
Agriculture (Soils - Book 1), (Field crops - Book 2), (Horticulture and livestock - Book 3)
Aviation (General) and (Radiotelephony)
Aviation mechanics
Banking
Engineering (Civil and mechanical)
Engineering (Electrical)
Hotel personnel (Office managers, clerks, cashiers, and telephone operators - Book 1),
(Bar and restaurant employees - Book 2)

International trade
Journalism (Books 1 and 2)
Medicine (Books 1, 2, and 3)
Tourism (Charters, tours, and the package deal - Book 1),
(Managers, agents, and the agency - Book 2)

Intermediate or advanced ESL texts consisting of dialogues, contextualized sentence practice, and word studies. Accompanied by tapes for practice in comprehension, pronunciation, and intonation.

English Language Teaching Development Unit. Stages of attainment scale. Oxford: Oxford University Press.

Practical approach to determining how well an employee can perform in English. Specifies several stages of proficiency in task-related terms ("face-to-face dealing with customers/suppliers/agents"). Students may progress from a stage of performing such routine tasks as asking about the quantity or price of an order to being able to persuade other people to agree with them. Listening/speaking skills and reading/writing skills are specified for each stage, along with appropriate English structures.

Ewer, J.R. and G. Latorre. A course in basic scientific English. London: Longman.

Focus is on reading of basic scientific English. 12 units, structurally graded. Also includes dictionary of basic scientific English. Teacher's book.

Ferguson, Nicolas and Maire O'Reilly. English for special purposes series. London: Evans Brothers.
Titles in series:
English for bank cashiers. Nicolas Ferguson and Maire O'Reilly.
English for hotel staff. Kate Schrago-Lorden.
English for international banking. Nicolas Ferguson and Maire O'Reilly.
English telephone conversations. Nicolas Ferguson and Maire O'Reilly.
Reading scientific texts.
Listening and note-taking.

Intermediate or advanced ESL texts. Both English and American usage are provided. Cassettes available for some texts.

Garcia, Gilbert N. Building American English: Oil. Silver Spring, MD: Institute of Modern Languages.

Beginning-level ESL text/workbooks of 10 units, presenting the English in situations. Each lesson begins with conversation followed by new words, grammar section, reading and comprehension questions, and discussion questions.

Hackikyan, A. Jack and Marilyn Gill. Business in English: A communicative skills approach. New York: Regents.

Supplementary book based on business situations. Dialogues about an American businessman are followed by oral and written exercises that focus on specific grammatical structures. Tapes available of all dialogues.

Herbert, A.J. The structure of technical English. London: Longman.

Intermediate ESL text emphasizing the special structures and conventions used in writing technical and scientific English.

Institute of Modern Languages. Basic electricity. Silver Spring, MD.

Reading skills text for intermediate ESL. Aimed at preparing student for electrician's course by providing basic concepts in electricity and ESL practice. Specialized glossary and exercises in vocabulary and structure.

Jones, J. Stanley. English for the business student. London: Evans Brothers.

Business course for secretarial or technical school, including a guide to writing business correspondence.

Jupp, T.C. and S. Hodlin. Industrial English: An example of theory and practice in functional language teaching. London: Heinemann Educational Books.

An outgrowth of a program of intensive language training of Asian overseas employees, developed at Pathway Education Centre. The first part of the book discusses communicative and functional language teaching related to a student's needs. The second contains 200 graded language-teaching items for beginning adult ESL course. Aimed for the low-level, often illiterate, adult in need of a functional, cultural, and structural course in English. Invaluable for program developers, curriculum designers, or teachers in prevocational ESL.

Kench, A.B. The language of English business letters. London: Macmillan Education.
Ten short sections introducing structures followed by sample correspondence and exercises in letter writing. Parts 1 and 2.

McAllister, J. and G. Madama. English for electrical engineers. London: Longman.
. Focus is on reading and vocabulary in electronics and electrical engineering. Can be used for self-instruction.

Methold, Ken and Chantana Methold. Practice in medical English. London: Longman.
Provides examples of texts encountered in medical studies.

Methold, Ken and D.D. Waters. Understanding technical English. London: Longman.
Intermediate ESL. Two books teach English structure and vocabulary through content areas of tools, machines, electricity, and safety. Emphasis is on reading and writing.

National Indochinese Clearinghouse/Technical Assistance Center (NIC/TAC). English for your job series. Arlington, VA: Center for Applied Linguistics.
Titles in series:
English for your job: Prevocational.
English for your job: Auto mechanics.
English for your job: Food services.
English for your job: Clerical.
A series of supplementary vocational materials designed for low intermediate ESL. Ten lessons in each, structurally sequenced, that build functional competency through role plays, dialogues, and other interaction activities. Teacher's guide and bilingual (Vietnamese-English) glossary for each module.

. . Communicating on your job series. Arlington, VA: Center for Applied Linguistics.
Prevocational.
Clerical.
On the job skills.
Interaction skills.
A series of notional/functional intermediate level materials for prevocational and vocational ESL. The emphasis is upon functional language for employment. Practice is provided in seeking clarification, making small talk, expressing likes and dislikes, etc. through dialogue cues, short interactions, and a variety of task-related activities.

O'Reilly, M., P. Moran and N. Ferguson. Talking business. London: Macmillan Education.
High-intermediate and advanced ESL. Dialogues of business situations. British and American usage included. Tapes and transcripts available.

Parkinson, Joy. English for doctors and nurses. London: Evans Brothers.
Intensive remedial grammar of written and spoken English used in hospitals. Dialogues introduce grammatical points. Can be used as supplemental text. Some attention to differences in register (doctor to patient, doctor or nurse to each other, the language of medical textbooks).

Pittman, G.A. Preparatory technical English. London: Longman.
Provides students with basic knowledge of technical English. Student's book and teacher's notes available.

Purvis, Keith. Read and note: English study skills for science and medicine. London: Heinemann Educational Books.
Reading passages adapted from scientific texts that serve as basis for note-taking and reading comprehension exercises. Useful for junior college level. Teacher's edition and student's edition.

Regents Publishing Company. English for careers: A new program in English for special purposes. New York.
Titles in series:
THE LANGUAGE OF . . .
Air travel in English: Ground services.
Air travel in English: In-flight services.
The petroleum industry in English.
Computer programming in English.
International finance in English.
The Air Force in English.
The Army in English.
The Navy in English.
Tourism in English.
Hotels in English.
Restaurants and catering in English.
Hospital services in English.
Accounting in English.
THE LANGUAGE OF . . .
Chemical engineering in English.
Civil engineering in English.
Electrical and electronic engineering in English.
Mechanical engineering in English.
The Merchant Marine in English.
Advertising and merchandising in English.
Mining and metallurgy in English.
International trade in English.
Aviation: Flying and traffic control.
Agriculture in English.
The environment in English.
Space technology in English.
Medicine in English.

National defense in English. Publishing in English. Atomic energy in English.

Intermediate or advanced ESL texts that introduce the kinds of jobs, duties, and problems that might be encountered. Principal goal is to review structures and focus on vocabulary. Begins with glossary of special terms followed by vocabulary practice. Readings present the vocabulary again within context, and comprehension and discussion questions follow. Each lesson ends with review consisting of various activities, some of which pose problems that the student has to deal with in English.

Rossner, R. and J. Taylor. Technical English readers. London: Macmillan Education.
Beginning and intermediate ESL. Passages on general scientific and technological topics. Notes on American usage. Two books.

Royds-Irmak, D.E. Beginning scientific English. Middlesex: Thomas Nelson and Sons.
Beginning and low intermediate ESL. Two books.

Rusthoi, Daniel. Prevocational English. Silver Spring, MD: Institute of Modern Languages.
Beginning and intermediate ESL. Text I introduces the vocabulary of mechanics, electricity, plumbing, repairing, and English and metric measurement. Text II deals with prevocational skills and techniques of map and chart reading; focus is on looking for jobs, interviewing, and filling out applications. Student's workbook and teacher's guide available for each text.

Spooner, M.D. and J.S. McKellen. Commercial correspondence in English. Middlesex: Thomas Nelson and Sons.
Intermediate and advanced ESL.

Spooner, M.D. and J.S. McKellen. Practical business letters. Middlesex: Thomas Nelson and Sons.
Beginning ESL.

Strevens, Peter, ed. Special English series. London: Cassell and Collier-Macmillan.
Titles in series:

Office Practice (Books 1, 2, and 3). Pauline Naidoo, Maryvonne Bolch, and Margaret Walker.
Accounting. John Rochey-Adams.
Advertising. Sheila Chevallier and Carter B. Cordner.
Air travel. Bill Macklin and Trevor Nash.
British banking. James Firth.
British banking overseas. James Firth.
Computers. Edward Humby and Philip Robinson.
Computer programming. Philip Robinson.
The department store. Sylvia Margolis.
Import/export. Philip Robinson.
The jet engine. Stephen Jay.
Legal problems. Michael Molyneux.
Marketing. John Rochey-Adams.
Marketing petroleum products. Martin Kay and Robin Goodfellow.
The motor car (Books 1 and 2). Tony Yeadon.
Nursing. Donald Dallas.
Seafaring. Peter Strevens.

Advanced ESL level texts using dialogues, grammar exercises, and reading passages with comprehension exercises for each vocation. Tape available for each title.

Swales, John. Writing scientific English. Middlesex: Thomas Nelson and Sons.
Advanced ESL text for students in science and engineering.

Taylor, Marcia E. Orientation in business English. Silver Spring, MD: Institute of Modern Languages.
Series of three books, from upper beginning through advanced ESL. Focus is on conversational English for U.S. secretarial positions. Introduction about American culture is followed by conversation drills and practice, readings that focus on the particular secretarial task, and writing exercises that offer practice with idioms and other new vocabulary. Workbooks available for each level. Teacher's guide available for all three. Level 1 teaches the languages of office equipment, secretarial duties, office situations, applications and job interviews. Level 2 teaches practical information about office jobs, business management, and socializing. Level 3 discusses specialized jobs, e.g., editorial secretary and movie production, as well as information about scheduling, purchasing, etc.

Thornley, G.C. Elementary scientific practice. Easier scientific practice. Scientific English practice. Further scientific English practice. London: Longman.
Intermediate through advanced level. Selections from scientific writings are arranged in increasing order of difficulty and accompanied by comprehension questions and other language exercises.

Webb, John, Anthony Howatt and Michael Knight. A modern course in business English. London: Oxford University Press.
Programmed units for intermediate ESL. Student's book, units, and tapes available. Can be used as supplementary text.

Wise, Sheldon, ed. The ALA ESP series. Washington, DC: American Language Academy, Catholic University.
Titles in series:
Essentials of international trade. David H. Wyatt.
Essentials of management. Sheldon Wise.
Essentials of aviation technology: Aviation mechanics. Noel W. Schutz, Jr. and Bruce L. Derwing.
Intermediate-level ESL. Readings (some simplified), passages for listening comprehension, and topics for discussion and writing. Emphasis is on vocabulary, reading, and writing. Can be used as basic or supplementary texts.

Yeadon, Tony. Scientific English readers. London: Collier-Macmillan.
Titles include:
Modern Methods of Transport. Alf Crosby and Tony Yeadon.
Pollution. Tony Yeadon.
Electronics. Tony Yeadon.
Energy, fuels and power. Tony Yeadon.
Space travel: Tony Yeadon.
Science and modern life. Tony Yeadon.
Intermediate-level readers including dialogues, passages, and other activities.

ADULT ESL MATERIALS AND TEXTBOOKS

Abbs, Brian, Angela Ayton and Ingrid Freebairn. Starting strategies. London: Longman.
Intended for beginners. Based on a notional/functional approach. Emphasizes the most basic communicative needs of adults, such as giving facts about oneself, asking questions, exchanging ideas. Structurally graded. Emphasis is upon authentic language for speaking as well as for writing English. Teacher's book and student's book. Songs available on tape or cassette.

Alexander, L.G. Mainline. London: Longman.
General ESL course consisting of two books: Progress A (beginning level) and Progress B (low intermediate). Situationalized, with emphasis upon spoken language, but also structurally graded. Tapescript of supplementary material for further speaking and listening practice available, as well as teacher's books.

Bodman, Jean and Michael Lanzano. No hot water tonight. New York: Collier-Macmillan.
Beginning-level adult ESL using authentic language and problems that adults encounter in urban settings. Readings and conversational materials provided. Two more books, No cold water, either and And the roof leaks, too, are also scheduled for 1979 and 1980.

Bodman, Jean and Michael Lanzano. Milk and honey. New York: Harcourt, Brace, Jovanovich.
Series of ten adult ESL books ranging from no English to fluency, are being planned, with the first expected in 1980. Controlled for structure and vocabulary, but situationalized and directed to specific adult needs, e.g., writing a check, making an emergency call, and other "survival" or "coping" skills classes.

Castro, Oscar, Victoria Kimbrough, Francisco Lozano and Jane Sturtevant. In touch. New York: Longman.
New series of six texts, each containing 12 units, with workbook and teacher's manual and tape for each. At end of sixth book, students will be at intermediate ESL level. Uses functional approach combined with the teaching of structure in realistic situations. First text due in 1979.

Chapman, John. Adult English, one, two, and three. Englewood Cliffs, NJ: Prentice-Hall.
Designed for adult ESL. Pictures, reading passages, comprehension questions, and listening and communicative exercises. Vocabulary and structure sections are included in each lesson. Book 1, for beginners, limits vocabulary to 500 words and concentrates on grammatical structures; Book 2 is low-intermediate level; Book 3 is intermediate level. Teacher's manual available.

de Freitas, J.F. Survival English. London: Macmillan.
Arranged by such notional/functional categories as "advice," "apology," "preference," "accusal and defense." Consists of conversational activities with range of alternatives based on degrees of politeness, formality, etc.

Fletcher, Mark and Roger Hargreaves. Evans functional units for intermediate students. London: Evans Brothers.
Series for intermediate students, focusing on such communicative skills as verbalizing, making polite noises, arguing, and discussing.

Granger, Colin and Tony Hicks. Contact English. Exeter, NH: Heinemann Educational Books.

Two books, with teacher's book, tapes, cassettes, and wallcharts. Beginning to intermediate ESL. General ESL course, mainly oral, following structural syllabus. Some reading and writing exercises.

Hall, Eugene J. and Sandra Costinett. Orientation in American English. Silver Spring, MD: Institute of Modern Languages.

Six levels, from beginning to high-intermediate. Teacher's edition, workbooks, tapes, tapebook, readers, and tests available. Lessons consist of readings, response sequences, grammatical information, vocabulary practice, and conversation practice. Readings are based on various situations and topics in American life. Skillbooks that reinforce the grammatical structures presented in the texts are available separately.

Institute of Modern Languages. Lifeline: Adult Performance Level ESL. Silver Spring, MD.

Beginning-level ESL using competencies from Adult Performance Level Study as basis for lessons (e.g., renting an apartment, opening a checking account, taking advantage of community resources). Scheduled for 1979.

Iwataki, Sadae et al. English as a second language: A new approach for the 21st century. San Juan Capistrano, CA: MODULEARN, Inc.

Structurally sequenced materials developed for Chinese, Japanese, Filipino, and Korean adults that are widely used in Indochinese programs. Series of modules with 40 units in the beginning volume and 30 in the intermediate. Separate volumes available for visuals, transparency masters, pronunciation lessons, and student leaflets. Teacher and student manuals. Vietnamese and Cambodian supplements also available.

Jones, Leo. Functions of English: A course for advanced students. Cambridge: Cambridge University Press.

Upper-intermediate or advanced ESL using functional syllabus, including talking about one's self, asking for information, giving opinions, holding the floor, hesitating, and expressing anger. Consists of conversation followed by sets of sample sentences for the same function, for example, various alternatives for making suggestions.

Jupp, T.C., J. Milne, P. Prowse, and J. Garton-Sprenger. Encounters: Main course English. Exeter, NH: Heinemann Educational Books.

Beginning-level course, also suitable for "false beginners." Uses functional approach, but with systematic attention to the structures of the language. Student and teacher books available for three levels: Encounters (Level 1), Exchanges (Level 2) and Advances (Level 3). Tapes and cassettes also available. Lesson is presented in communicative context followed by explanation of grammatical structures. Available 1979-80.

Keltner, Autumn. English for adult competency. Englewood Cliffs, NJ: Prentice-Hall.

Integrates ESL and coping or survival skills. Result of California Adult Education Office project. Scheduled for 1979-80.

Lado, Robert. Lado English series. New York: Regents.

Series of six books, with teacher's manual for each. Set of eight cassettes accompanies each book. Extensive series for adults, using audiolingual techniques. First three books concentrate on pattern practice, dialogues, and pronunciation drills; last three books focus more on communication.

Mackey, Ilonka Schmidt. English 1: A basic course for adults. Rowley, MA: Newbury House.

Beginning ESL text, ideal for tutoring situations. Student's book and teacher's manual available. Focus is on relevant vocabulary for adults who need to get around in a new environment. Teacher's manual is detailed and can be used effectively by inexperienced ESL teacher.

Mellgren, Lars and Michael Walker. New horizons in English. Reading, MA: Addison-Wesley.

Series of six student books and teacher's guides with tapes for each book and picture cards for the first two. For beginning through intermediate ESL. Extensive use of drawings for dialogues and additional practice.

Morgan, M.L. and J.J. Percil. Vital English. London: Macmillan Education, Ltd.

Preintermediate-level ESL designed for individualized, short, or review course. Uses notions, functions, and topics as basis for lessons.

O'Neill, R. English in situations. London: Oxford University Press.

Adult ESL for intermediate or advanced learners. Each lesson is presented through situations that focus on a particular structure. Cyclical presentation of same structure allows teacher to return to earlier, easier use of the structure if students are having problems.

Peck, Anthony and Kit Peck. Threshold English. London: Evans Brothers.

New course based on the syllabus derived from the Council of Europe's 'threshold level.' Two student's books of 20 units each, two cassettes, a teacher's book, and a series of flashcards are planned (scheduled for 1980). Uses dialogues, conversation, listening comprehension exercises, unedited contextualized reading, and writing exercises.

Slager, W.R. and others. English for today. New York: McGraw-Hill.

Series of six books written for junior and senior high students, but can be used with adults. First three books present sequenced structures through drills and other activities; last three review these. Teacher's editions for each book provide enough information to enable inexperienced teacher to use these as well. Tapes and workbooks available. Last three books focus on literature and writing assignments needed for academic programs (EAP).

White, Ronald V. Functional English. Middlesex: Thomas Nelson and Sons.

Functional text that begins with examples of the functions, followed by conversational interchanges illustrated with cartoons; also uses cloze exercises, copying and writing, role-plays, and mini-dialogues to teach such functions as asking for directions, asking about the past, or describing people and places.

Yorkey, Richard C. et al. English for international communication. New York: American Book Company.

Series of six books, with teacher's manual for each. Also workbooks for each book and teacher's manual for each workbook. Cassettes available for books 1-3, which are for beginning ESL. Books 4-5 are for intermediate-level, and book 6 is for advanced-level students. Appropriate for secondary school or older, with focus on listening, pronunciation, reading, writing, and communication activities. Additional activities and tests, as well as grammatical explanations, are provided in the teacher's manuals.

SUPPLEMENTARY COMMUNICATIVE MATERIALS APPROPRIATE FOR ADULTS

Bruder, Mary N. MMC: Developing communicative competence in English as a foreign language. Center for International Studies, University of Pittsburgh.

For beginning ESL classes. Uses mechanical, meaningful, and communicative drills and provides for interaction activities. Focus is on oral communication. Structurally sequenced. Designed for university students, but also useful as a resource text for adult ESL. ED 105 711

Carver, Tina Kasloff and Sandra Douglas Fotinos. A conversation book: English in everyday life. Englewood Cliffs, NJ: Prentice-Hall.

Situational book useful for supplementary activities. Designed for conversation, interaction practice. Two books for intermediate and advanced students.

Keller, Eric and Sylvia Taba Warner. Gambits 1 (Openers), Gambits 2 (Links), and Gambits 3 (Responders and Closers). Hull, Quebec: Canadian Government Publishing Centre, English Program Development and Consultation Units.

Series of "gambits" (conversational tools that get people involved in conversations). The first collection is of set phrases that enable people to get the floor. The second deals with ways to keep the conversation going. The third provides ways of responding, or ending a conversation. The "gambits" provide set phrases and situations for practice in using these strategies and teaches a variety of ways of saying the same thing at different levels of formality or intimacy. The Canadian Public Service Commission also publishes other useful materials such as Idioms, Telefun (practice in using the telephone), and short units on troublesome aspects of English (stress, intonation, etc.). ED 154 611; ED 154 612; ED 154 613

Kettering, Judith Carl. Developing communicative competence: Interaction activities in English as a second language. Center for International Studies, University of Pittsburgh.

Set of supplementary interaction activities designed to help students develop communicative competence, with formal and informal alternatives provided for various situations. Primarily EAP text, but useful supplementary text for adult ESL.

Paulston, Christina B., Dale Britten, Barry Brunetti and John Hoover. Developing communicative competence: Roleplays in English as a second language. Center for International Studies, University of Pittsburgh.

Thirty-two roleplays for beginning and intermediate ESL, built around U.S. situations. Useful supplementary text for practice in conversation.

DICTIONARIES

There are two excellent "learner's dictionaries" for adults:

Hornby, A.S. Oxford advanced learner's dictionary of current English. New edition. New York: Oxford University Press.

Procter, Paul. Longman Dictionary of Contemporary English. London: Longman.

Some other helpful dictionaries for ESP and Vocational ESL:

Evans English dictionary of science and technology. London: Evans Brothers.
2,000 headwords; illustrated; covers important words in mathematics, physics, chemistry, and engineering. Numerous examples of usage.

Godman, A. and E.M.F. Payne. Longman dictionary of scientific usage. London: Longman.
10,000 entries from biology, physics, and chemistry. Designed for students learning science through English. Set of 1,200 basic terms used in all branches of science is provided. Arranged by subject area.

Graham, E.C. The science dictionary of basic English. London: Evans Brothers.

Henderson, Keith. Dictionary of commercial English. London: Evans Brothers.
3,000 headwords; most frequently used commercial terms used in shipping, banking, insurance, and computing. Defining vocabulary restricted to 2,000 common English words.

Rood, W.E. and M. West. An elementary scientific and technical dictionary. London: Longman.

Laurence Urdang Associates. Evans workshop dictionary. London: Evans Brothers.
Designed for foreign student in first or second year of technical course who needs names of tools and equipment.

GENERAL VOCATIONAL INFORMATION

The following texts and materials are designed for native speakers of English. However, they are useful resources for teachers or curriculum developers for prevocational or vocational ESL courses. Some bibliographies of vocational materials are also included.

ACE Kits (Adult Competency Education Project). 609 Price Avenue, Redwood City, CA, 94063.
ACE investigated 100 entry-level jobs and developed 70 of them into competency-based job descriptions. Each job is coded with the Dictionary of Occupational Titles code and provides both the DOT job description and the academic requirements for the job. Includes reading, writing, math, and some oral competencies, though these are limited. Intended for adult basic education programs, but a useful resource for ESL teachers working in vocational programs or developing vocational ESL materials. Sample job titles include: cook's helper, porter, carpenter apprentice, guard, payroll clerk, light truck driver. Also available is the job analysis and instructional manual for ACE, a counseling manual, and the ACE project final report.

Armstrong, Fiona, Myra Baum and Joan Miller. Making it in the real world. New York: McGraw-Hill.
Although developed for adult basic education classes, the five books will provide an in-depth guide for prevocational classes and can serve as the basis for adaptation for intermediate prevocational ESL. Topics will include finding out where jobs are, looking for a job, applying for a job, asking about the job, and rights on the job. Scheduled for 1980.

Goltry, M. Forms in your future. New York: Globe Book Co.
Workbook that provides introduction and exercises for 24 forms encountered by adults, including job applications and applications for driver's licenses and charge cards. Designed for secondary school students, but can be used for adult ESL at intermediate level. Teacher's guide available.

Hopke, William E. Encyclopedia of careers and vocational guidance. Garden City, NY: Doubleday and Co.
Presents 71 articles on general career fields. Although aimed for junior and senior high, it can provide the prevocational ESL instructor with some occupation-specific information.

Hudson, Margaret W. and Ann A. Weaver. I want a job. Phoenix, New York: Frank E. Richards Publishing Co.

A text/workbook that provides practice in filling out applications, reading want ads, etc. Transparencies available. Numerous sample forms are provided. Can be used with intermediate ESL.

Husak, Glen, Patricia Pahre and Jane Stewart. The work series. Sewickley, PA: Hopewell Books.

Titles in series:

Work rules. Caring for tools, being punctual, obeying safety rules, etc.

Payroll deduction and company benefits. Explains payroll deductions and benefits.

Where to get help. Explains Social Security, Medicare, welfare, food stamps, etc.

Taxes. Explains local, state, and federal taxes, including income tax forms.

Getting to work. Discusses acceptable work absences, importance of being on time, and means of getting to work.

Trade schools. Describes differences between trade schools and high schools and how to get into a trade school (more references to Vocational Rehabilitation are in this text).

How to find a job. Describes two high school boys who look for a job, only one successfully.

How to act at work. Provides "rules" for success at work.

A series of reader/workbooks designed for the handicapped, but useful for beginning ESL classes, since it provides facts about getting and keeping a job. (There is little indication that the books are aimed at the handicapped.) Use of simple sentences in present tense makes this usable with little adaptation. Vocabulary is illustrated and repeated frequently. Comprehension questions and conversation questions are included with the readings.

Jew, Wing and Carol Tandy. Using the want ads. Hayward, CA: Janus Book Publishers.

Provides detailed exercises dealing with various parts of a job application. Gives samples of job applications from nine companies. Students can practice filling out personal histories, including work experience, education, health record, references, etc. Written for secondary students with low reading skills, but can be adapted for intermediate ESL.

Jew, Wing and Robert Tong. Janus job interview kit. Hayward, CA: Janus Book Publishers.

Describes 30 jobs and provides sample interview situations for each. Includes cards with picture of employees working on the job on one side and job descriptions, interview dialogue, and questions on the reverse. Good for role-play practice. Can be used for intermediate ESL or adapted for use with beginning ESL. Jobs are all unskilled or semi-skilled entry-level jobs.

LABEL Library. Providence, RI: PAR, Inc.

A set of readings/learning activity packages keyed to the Adult Performance Level objectives. Included are such occupational objectives as understanding a paycheck, finding a job, and discussions of occupational safety and unions.

Piltch, Benjamin. A step-by-step approach to learning how to fill out application forms. Phoenix, NY: Frank E. Richards Publishing Co.

Workbook presenting each item on a job application, one at a time. Can be used with beginning ESL adults.

Richey, Jim. Job application language: A survival vocabulary. Hayward, CA: Janus Book Publishers.

Vocabulary used in job applications is practiced in various activities.

_____. Sign language: A survival vocabulary, Books A, B, C, and D. Hayward, CA: Janus Book Publishers.

Workbooks that teach the vocabulary of signs encountered on and off the job: danger, slow, etc. Flashcards and teacher's manual for each book.

Roderman, Winifred Ho. Reading schedules. Hayward, CA: Janus Book Co.

Text/workbook that presents different schedules--bus, train, time--with exercises. Can be adapted for intermediate ESL.

Schwartz, Beverly. Consumer education bibliography. 2nd ed. Upper Montclair, NJ: National Multimedia Center for Adult Education, Montclair State College.

Abstracts of resources for a variety of such survival skills/coping skills as information about health care, finance, taxes, etc. Useful for prevocational ESL.

_____. Career education bibliography. 2nd ed. Upper Montclair, NJ: National Multimedia Center for Adult Education, Montclair State College.

Annotated bibliography of materials intended for the student and teacher (native English-speaking). Included are job and career opportunities, job finding and keeping skills, and specific skills for office work, auto mechanics, management, and the skilled trades and professions.

Sherman, Elaine and Gina DiNapoli. Today, activity/reference books A-1, A-2, B-1, and B-2. Huntington Station, NY: Instructional/Communications Technology, Inc.

Workbooks presenting specific tasks like filling out an application form, understanding paychecks, using timetables, reading bills, etc., that students complete step-by-step. The second book in each series consists of self-correcting exercises that students can do on their own. Filmstrips, teacher's guide available.

Somers, David J. Learning functional words and phrases for everyday living. Phoenix, NY: Frank E. Richards Publishing Co.

Illustrated workbook listing important vocabulary and providing students an opportunity to copy it. Good for beginning ESL vocabulary practice and for ESL/literacy practice. Words include flammable, fire escape, do not walk, etc.

U.S. Department of Labor. Occupational outlook handbook.

_____. Dictionary of occupational titles.

_____. Job guide for young workers.

SOURCES OF INFORMATION AND MATERIALS

English for Science and Technology Clearinghouse 503/754-3006
Oregon State University
ELI ADS A100
Corvallis, OR 97331

Collects information on programs, materials, research, and dissertations in EST, ESP, and Vocational ESL. Publishes monthly newsletter that reviews recent materials and research, describes local programs, and comments on methods that teachers have found successful. Maintains library of theses and dissertations in EST and ESP that can be reproduced. Sponsors annual EST Teacher Training Institute.

ERIC Clearinghouse on Adult, Career, and Vocational Education 614/486-3655
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Serves three special areas: adult and continuing education, career education, and vocational and technical education. Collects and disseminates information through reports, bibliographies, information bulletins, and telephone calls. Acquires and annotates research reports, bibliographies, project descriptions, position papers, etc. for these three areas.

ERIC Clearinghouse on Languages and Linguistics 703/528-4312
Center for Applied Linguistics
1611 N. Kent Street
Arlington, VA 22209

Collects and disseminates information in the areas of foreign language education, psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second/foreign language, and uncommonly taught languages. Acquires, abstracts, and indexes documents; publishes reports, bibliographies, and information bulletins, conducts workshops, answers queries through its information services, and offers computer searches of the ERIC data base.

International Communication Agency 202/655-4000
1776 Pennsylvania Avenue NW
Washington, DC 20547

Publishes the English Teaching Forum monthly, which contains a number of useful articles on ESP and the notional/functional approach. Also publishes series of ESP textbooks and materials. [None of these publications is available within the U.S.]

National Adult Education Clearinghouse/National Multimedia Center for Adult Education
Center of Adult Continuing Education
Montclair State College
Upper Montclair, NJ 07043
201/893-4353

Disseminates information about curriculum, professional preparation, and research in all areas of adult continuing education. Publishes a monthly newsletter and sponsors an abstract subscription service in such areas as ESL, career education, consumer education.

National Clearinghouse on Bilingual Education
1500 Wilson Blvd.
Arlington, VA 22209
703/522-0710
800/336-4560

Serves as clearinghouse on information about programs, materials, and research in bilingual education. Prepares bibliographies, resource guides, and papers in selected areas of bilingual education.

National Indochinese Clearinghouse/Technical Assistance Center
Center for Applied Linguistics
1611 N. Kent Street
Arlington, VA 22209
703/528-4312
800/336-3040

Serves as clearinghouse on information about the languages and cultures of Indochinese refugees; disseminates information to programs, sponsors, and the refugees; provides technical assistance to programs; and develops materials for teachers and the Indochinese.

Statewide ESL/Adult Education Service Center - Illinois
500 South Dwyer Avenue
Arlington Heights, IL 60005
312/870-4157

Collects and disseminates information on limited English-speaking adults. Publishes bibliographies, textbook reviews, and other useful materials. Houses research collection and provides in-state consultant services. 309 project.

[Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Documents with FL numbers are being processed by EDRS and will be assigned ED numbers upon publication in Resources in Education.]

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